



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Coaching and Mentoring

Day 2

Rhianon Washington and Heather Fish

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Overview of the Day

- Welcome and introductions
 - Review of Day 1 and of learning to date
 - Assessment
 - The development of coaching
 - Coaching theories and models
 - Assessment
 - Reflection
- with interspersed activities.

What's on Top?

What is at the forefront of your mind at the moment, with reference to the course eg hopes, concerns.....

Assessment

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Assessment Components

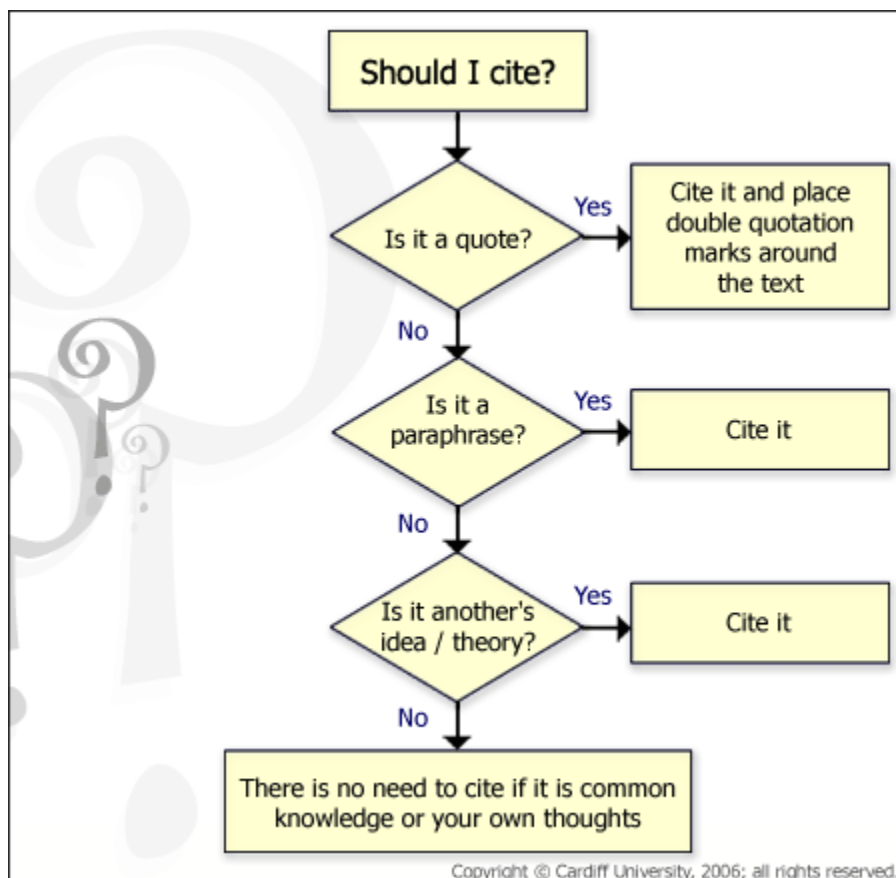
- Assignment 1 – written assignment
- Assignment 2 – observed coaching or mentoring session
- Assignment 3 – reflective essay and journal

Read the module descriptor and marking criteria for clarity, and discuss with your tutor.

Structure and Presentation

- 1.5 line spacing
- Arial 12
- Use page numbers
- An introduction, development and conclusion
- Check the look of your document
- Follow the referencing guide
- Remember – we are here to help.

Avoiding Plagiarism



Referencing

- There is a Referencing Guidance document in the file and on Moodle.
- You can find what you are looking for by using the index.
- It is quite in-depth but if you have any questions as you are using it please contact your tutor for advice.

Important Points

- Avoid plagiarism – refer to handouts for details and discuss with your tutor.
- The submission date has been agreed with the group. Your tutor cannot grant you an extension - there are details of how to apply for Extenuating Circumstances on Moodle.



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The Development of Coaching

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Coaching – A brief background

Coach –

Meaning “instructor/trainer” is c.1830 Oxford University slang for a tutor who “carries” a student through an exam; athletic sense is 1861. The verb is from 1610s, “to convey in a coach;” meaning “to prepare (someone) for an exam” is from 1849

Coaching – A brief background (continued)

In more recent years, the concept of a coach has grown in strength, developed from the world of psychotherapy, counselling, sport, developmental theory, positive psychology, 'new spirituality' and, more recently, management and consultancy theory.

Distinctions between a coach and mentor

- **Coach** – facilitates learning through effective questioning & listening skills. The premise being that the coachee has all the answers-they just need to be untapped
- **Mentor** – An advocate of the mentee who offers advice based on expertise & experience

Coaching Defined

“A process that enables learning and development to occur and thus performance to improve” (Parsloe, 1999: 8)

“Coaching is the art of facilitating the performance, learning and development of another”

(Clutterbuck and Megginson, 1999: 3)

Coaching Defined

1. A **belief system** - coaches start from a position of believing that people have the ability to address and resolve their own issues if they can approach them in the right way.
2. A **leadership style**, which seeks to keep ownership of issues and problems with the individual responsible for their resolution.
3. Underpinned by **a set of tools and models** (for example the GROW model).
4. A **coaching skill-set** which, skilfully deployed, can support coachees through the coaching experience.

What is Workplace Coaching?

Workplace Coaching is:

The process of equipping people with the tools, knowledge, and opportunities they need to fully develop themselves to be effective in their commitment to themselves, the company, and their work.

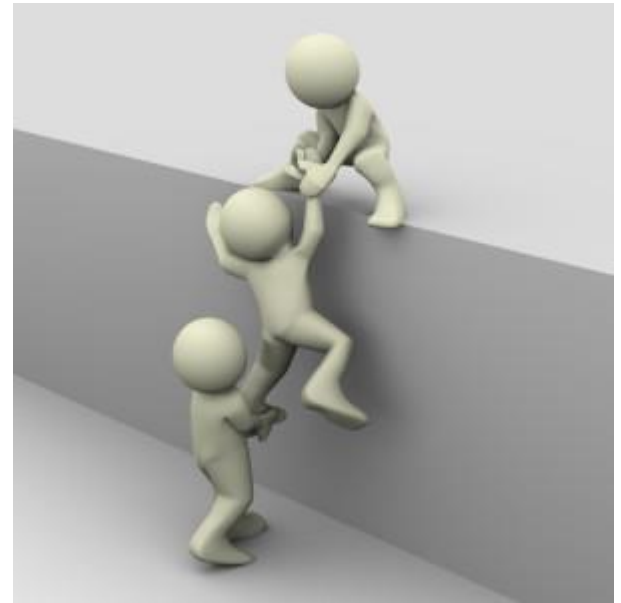
A “designed alliance” focused on developing an individual to become their “best self” and to contribute their “best fit” and talents.

An ego-less process in which coachable moments are created to draw out distinctions and promote shifts in thinking and behaviour.”
(Cacioppe, nd)

Activity

In small groups discuss, agree and record your understanding of the following terms:

- ✓ **Coach**
- ✓ **Mentor**



References

Cacioppe, R. <http://www.integral.org.au/why-coaching-in-the-workplace-and-why-now>

Parsloe, E. (1999) *The Manager as Coach and Mentor*

Clutterbuck, D & Megginson, D. (1999) *Mentoring Executives and Directors* (1999) page 3

Downey, M. (2003) *Effective Coaching: lessons from the coach's coach*. Andover: Cengage Learning.



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Theories Underpinning Coaching

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In the Workplace

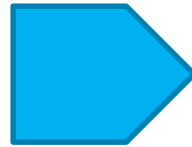
“Learning and development are fundamentally what mentoring and coaching are about and perhaps the strongest philosophy behind coaching and mentoring is that everyone has the potential to learn and grow.”

(Hafford-Letchfield et al, 2007: 167)

The shift from training to learning

Training

Top-down, instructor-led interventions by an organisation to make desired changes in employees' behaviour and knowledge.



Learning

A self-directed process by which an individual constructs new knowledge, skills and capabilities leading to increased adaptive capacity.

Jarvis et al (2006: 20)

Some Underpinning Theories

- Humanist theory
- Systems theory
- Psychodynamic theory

Humanist Theory

- Places a **relational** emphasis as the foundational source of change
- Holistic view of the person as a unique being
- Belief in the possibility **of freedom of choice** with accompanying **responsibility**.
- Rank, Maslow, Rogers, May.

(Stober and Grant, 2006)

In coaching....

Advantages	Disadvantages
Reject determinism and regards clients as individuals	Places emphasis on conscious awareness and disregards the subconscious.
Focus on individual's subjective meanings and experience	May be viewed as subjective and therefore not rigorous enough by persons who seek casualty in events
Recognises the agency of the client	May not be suitable for persons perceived to be in need of certain levels of psychological support
Promotes client responsibility	

Systems Theory

- Behaviour is a function of the surrounding environment and its demands
- Open and closed systems
- Deals with paradigms, values and language and helps client to understand and function within systems
- Barker, Bateson, Maturana

In coaching.....

Advantages	Disadvantages
Does not seek to allocate blame and guilt to individuals rather seeks solutions.	The coach cannot influence the part of the validity which comes from the environment
Helps to reveal critical discontinuities	
Helps to avoid simplistic analyses and solutions	
	(Lee, 2010)

Psychodynamic Theory

- Engages with the psychological forces that underlie human behavior, feelings, and emotions and how they might relate to early experience.
- Especially concerned with the dynamic relations between conscious motivation and the unconscious.
- Freud, Erikson and Adler.

[What is psychodynamics?](#) - WebMD, Stedman's Medical Dictionary 28th Edition, Copyright© 2006_Lippincott Williams & Wilkins.

In coaching....

Advantages	Disadvantages
Useful for dealing with below the surface hidden agendas and employee denials	May be difficult to achieve in the short engagements such as is frequent in coaching
Makes possible the exploration of coachee's thinking process	Coach may be unprepared for such depth of analysis
Useful for leadership development	There may be no need to dig so deep in a coachee's background

Activity

- Which, if any, do you resonate with and why?
- What might the ethical implications be for the coach?
- Any other thoughts?

References

- Hafford-Letchfield, T., Leonard, K., Begum, N. and Chick, N.F. (eds) (2007). 'Coach mentoring as a developmental tool in the workplace' in *Leadership and Management in Social Care*. London: Sage
- Jarvis, J., Lane, D.A, and Fillery-Travis, A. (2006) *The Case for Coaching*. CIPD
- Lee, G. (2010) 'The Psychodynamic Approach to Coaching' in Cox, E., Bachkirova, T., Clutterbuck, D. (2010) *The Complete Handbook of Coaching*. London: Sage
- Stober, D. R. & Grant, A. M. (Eds.). (2006). *Evidence Based Coaching Handbook: Putting Best Practices to Work for Your Clients*. Hoboken, NJ: John Wiley & Sons Inc.



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Coaching Models

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Why Models?

- Using tried and tested frameworks and models is one way of ensuring quality...
- (Connor and Pokora 2012: 138)
- Prevents the coaching conversations from deteriorating into an aimless chat



Advantages	Disadvantages
• Popular, provides a logical flow and structure to the coaching relationship	Some consider the goal view as dismal reductionist, mechanical perspective that potentially corrupts behaviour Gray et al 2004:153
• Some people view the setting of a goal as the true purpose of coaching	• Arguments over whose goals are given priority and whose reality is acted upon
• It is not too descriptive and therefore open for use in a variety of settings	• Rigid adherence to goal pursuance might miss the purpose of the relationship

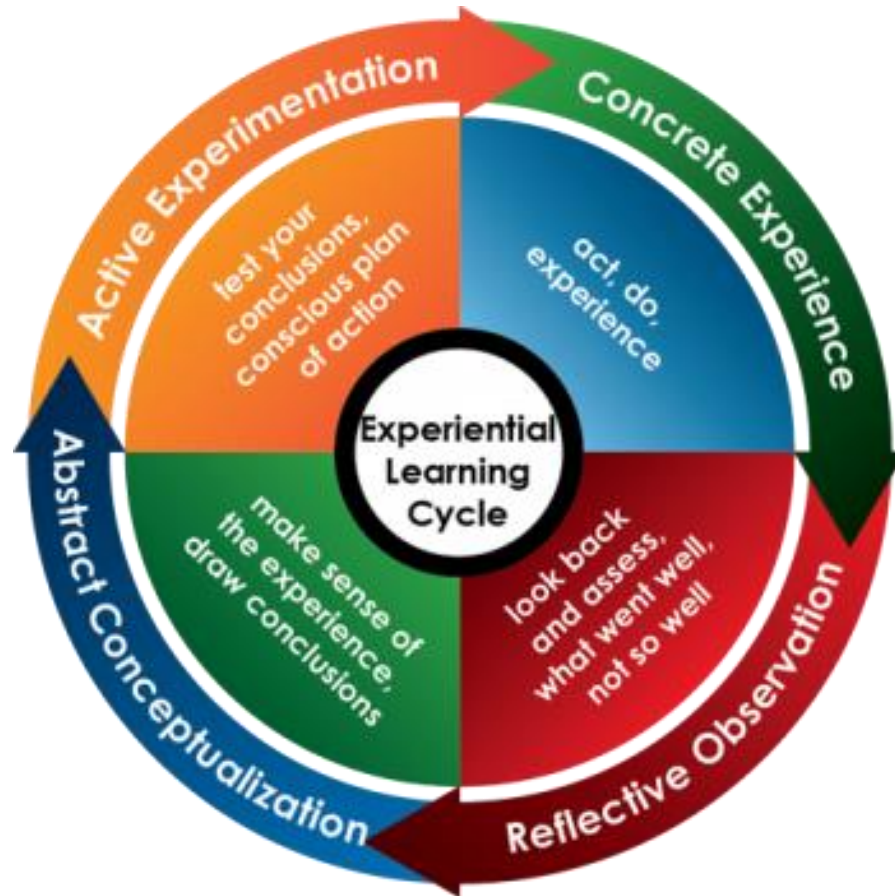
STRIDE MODEL

- STRENGTH
- TARGET
- REALITY
- IDEAS
- EVALUATE



Advantages	Weaknesses
Recognition of a client's strengths maintains them in a resourceful mind-set	Some people find it hard to verbalise their perceived strengths.
Examination of the current reality gives coach the chance to address any limiting beliefs	On the other hand some individuals once aware of their strengths underestimate the need for change
Commits to an evaluation of purpose and process	

Kolb's experiential learning



Advantages	Weakness
Beginning with a concrete experience provides a coachee with a reference point and vocabulary with which to address their situation. The coach helps to transform the experience into knowledge	The assumption that reflection on activity leads to experimentation
Places value on reflection	
Individuals filter their world view through experience	

Have a go!

With a colleague in the room

- Select either the GROW or STRIDE model
- Decide who will be the client and who will be the coach.
- Practice a simulation based on the model you have chosen.

- What might be the possible disadvantages of using models?
- What could you do about it?

Possible disadvantages of models

- Focus on skill and process rather than tuning into the client
- Might affect relationship
- Client might not fit or like model chosen
- Your style as a coach might be inhibited by the model
- Coach may overlook valuable hunch in pursuance of model

(Adapted from Connor and Pokora, 2012)

Choose the one best placed to help..

What Coaching Model is Right?





In conclusion

Choose the model
that will help your
coachee achieve
the purpose of
your coaching



“A Hint of This and a Pinch of That”

(Gloss, 2003)



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- Connor, M. & Pokora, J. (2012) *Coaching and Mentoring at Work*. (2nd ed). Maidenhead: Open University Press.
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- Kolb, D. (1984) *Experiential Learning*. New Jersey: Prentice Hall
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Reflective Practice

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REFLECTION - BY NAINISINGH

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Reflective Practice

- A way of studying your own experiences to improve the way you work
- Is a useful practice for professionals who want to carry on learning throughout their working lives
- Engaging in this can close the gap between theory and practice, as you review your lived experience.

Elements of Reflective Practice

Reflection

An in-depth review of events. The reflector attempts to work out what happened, what they thought and felt about it, from their own perspective.

Brings experience into focus from as many angles as possible: people, place, timing....

Elements of Reflective Practice

Reflexivity

Finding strategies to question our own attitudes, theories-in-use, values, assumptions, prejudices and habitual actions.

Develops responsible and ethical action. We examine the limits of our knowledge, think from within our experience, without self-blame and with a sense of curiosity.

Reflective Practice through Writing

“It is only when you have the courage to stop looking and trust the reflective and reflexive processes that you will begin to perceive the areas you need to tackle.”

Bolton, G. (2005) *Reflective Practice: writing and professional development*. (2nd ed) London: Sage Publications Ltd

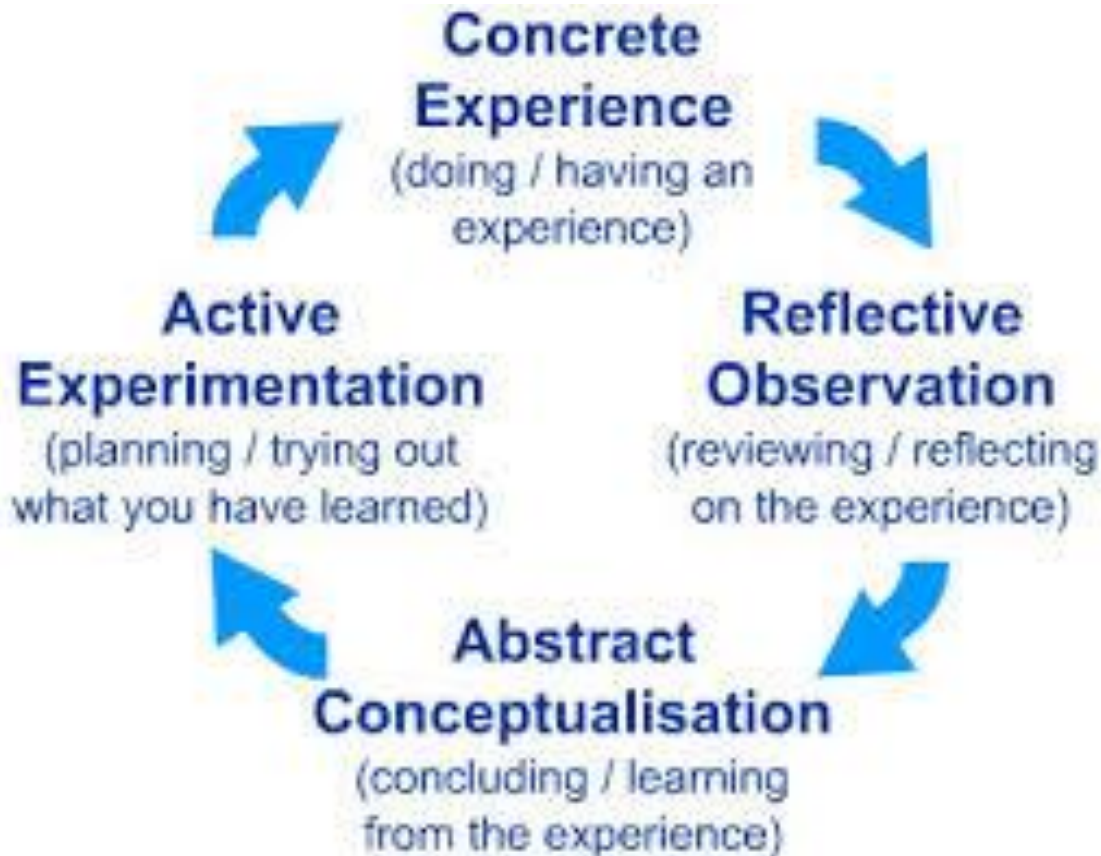
Activity

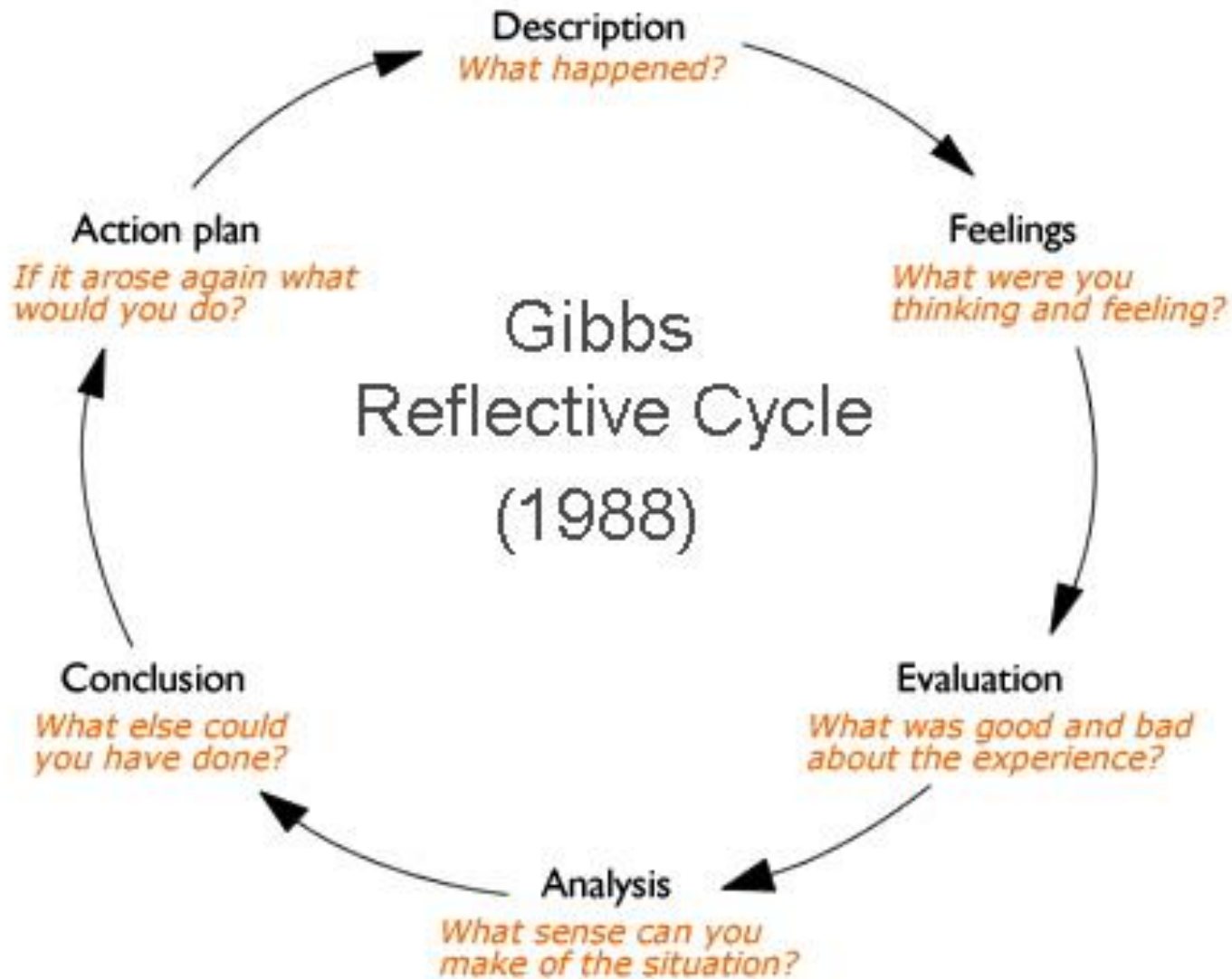
- Self evaluation
- The relevance of reflection

Some Key Names....

- John Dewey - Experience and Reflective Thinking
- David A Kolb - Theory of Experiential Learning
- David Boud – Importance of attending to feelings
- Donald Schon – Reflection on action and in action
- Jack Mezirow – Commitment to questioning taken for granted assumptions
- Marianne von Woerkom – Critical reflection at work

Kolb (1984)

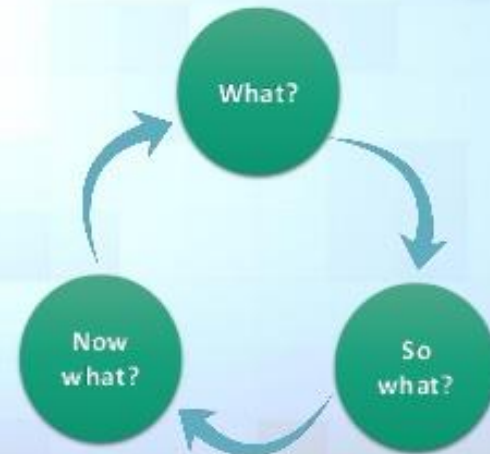




Rolfe et al, (2001)

Rolfe et al. (2001) Framework on Reflective Practice

Stage	Details
'What?'	Describe the situation; achievements, consequences, responses, feelings, and problems
'So what?'	Discuss what has been learnt; learning about self, relationships, models, attitudes, cultures, actions, thoughts, understanding, and improvements
'Now what?'	Identify what needs to be done in order to improve future outcomes, and develop learning.



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Karunaniyala_etal_OURS-2016

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Activity

- Write down one obstacle to making reflective practice part of your professional life.
- When given the signal, pass the paper to the person on your right.
- Read the obstacle, think of a way to address it, and write it down
- When given the signal, pass the paper to the right again
- Continue until you receive your obstacle.

References

Brookfield, S.D. (2009) 'Engaging critical reflection in corporate America' in Mezirow, J., E.W. Taylor, E.W. and Associates. *Transformative Learning in Practice: Insights from Community, Workplace and Higher Education*. San Francisco, CA

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We have covered...

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 - Assessment
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- with interspersed activities

Thank You.

