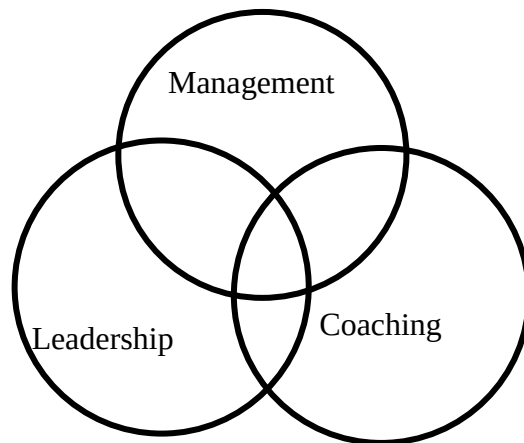


Managing and Coaching

Coaching is increasingly being seen as an essential part of the line manager's role and it's important to understand where it fits.

Managing, leading, coaching



Downey 2003

There has been a lot of emphasis on leadership over the years and there is broad understanding about the distinction between management and leadership.

Management involves:

- Planning – setting departmental and individual objectives, drawing up personal development plans,
- Organising – allocating and delegating work, securing resources, recruitment
- Controlling – ensuring adherence to policies and procedures, monitoring and reviewing performance, discipline

Leadership involves:

- creating vision, role modeling, managing conflict, maintaining harmony, inspiring and motivating

It is widely recognized that effective managers employ leadership skills, indeed it is often argued that leadership is a core part of management - but where does coaching fit? It is increasingly being seen as an essential leadership skill

The activities associated with leadership and management present many opportunities for coaching, for example:

- Line managers must set clear objectives for their direct reports. (A clear management task which can be carried out more effectively if coaching skills are used to identify and agree the objectives)

- Line managers manage and organize work – might coach to delegate, to help people to carry out tasks or activities
- Line managers must define performance parameters, including values and behaviours – coach on policies, protocols, acceptable behavior
- Line managers coach their staff to achieve the objectives
- Line managers lead by example, by clarifying vision and aims of the organisation - might using coaching to motivate and inspire
- Line managers must monitor, review and evaluate individual performance against objectives – coach to build on and improve performance

Line Managers and Mentoring

Ideally, line managers would not mentor those who directly report to them, however this does happen in many organisations. It is sometimes as a result of the relationship between the manager and the mentee naturally evolving from a coaching relationship through to a mentoring relationship. Sometimes it is due to a lack of understanding of the mentoring role and relationships.

Line managers can play a useful and effective role as mentors to those who do not directly report to them e.g people from another department/discipline. Many larger organisations operate formal mentoring schemes where line managers are appointed and trained as mentors, and are assigned mentees from other departments.

The Benefits of Coaching and Mentoring

Organizational benefits

- Improves resilience and decision making
- Helps to produce changes in individuals through self-awareness and purposeful learning
- Strengthens company culture and identity
- Contributes to atmosphere of respect and trust amongst the workforce
- Helps to match employee interests to the organizational structural needs
- Develops leadership and talent essential to organizational survival
- Cost effective and sustainable
- Strengthens the skill base and encourages knowledge and skills transfer in a practical and sustainable manner
- Allows for new challenges to be addressed in a safe environment
- Enhances communication and links across the organization
- Higher employee retention
- Greater chances of organizational success and competitive advantage
- Develops a solution focused approach to change
- A means of succession planning

Employee benefits

- Builds self - efficacy
- Improved task or in-role performance
- Affords greater individual ownership of self-development
- Encourages personal and professional growth
- Offers support to deal with possible lapses in work behavior and performance outputs
- Provides a constructive way to challenge negativity and limiting beliefs
- Enhances specific skills
- Turns perceived weaknesses into learning opportunities and actualized potential
- Builds good relationships
- Enhances problem analysis
- Reduces low self-esteem and frustration
- Encourages positive thinking about roles and careers
- Focuses attention
- Facilitates leadership development

Benefits to the coach /mentor

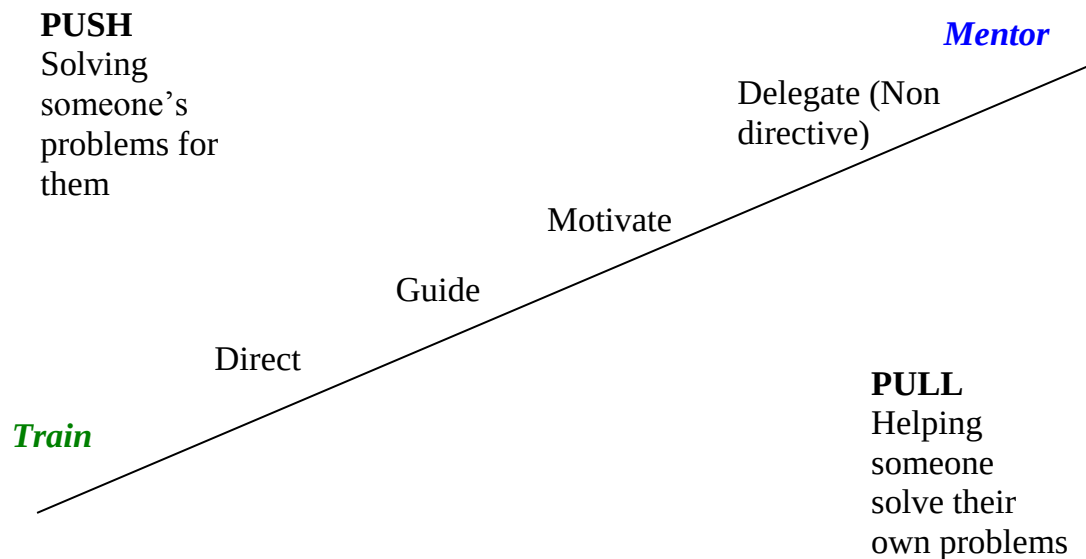
- Opportunity to develop people skills and enhance sense of self
- Opportunity to renew and share task related skills
- Acquire new skills in supporting personal development
- Opportunity to see the organizational structure and how elements interact from different perspectives
- Satisfaction in enacted agency and growth

Differences Between Mentoring and Coaching

The following table, adapted from Alred et al, highlights the differences between mentoring and coaching. It is separate and distinct from coaching, but coaching and mentoring can often overlap.

Mentoring	Coaching
Ongoing relationship that can last for a long time	Relationship generally has a short duration
Can be more informal and meetings can take place as and when the mentored individual needs some guidance and or support	Generally more structured in nature and meetings scheduled on a regular basis
More long term and takes a broader view of the person. Often known as the 'mentee' but the term client or mentored person can be used	Short-term (sometimes time bounded) and focused on specific development areas/issues
Mentor usually passes on experience and is normally more senior in organisation	Not essential that coach needs direct experience of learner's formal occupational role
The focus is on career and personal development	Focus generally on development/issues at work
Agenda is set by the mentored person with the mentor providing support and guidance to prepare them for future roles	Agenda focused on achieving specific, immediate goals
Revolves more around developing the mentee professionally	Revolves more around specific development areas/issues

Coaching Continuum model



At the left hand side of the continuum, the focus is very much on inputting to the learner – i.e imparting information and knowledge, teaching specific skills. It's controlled by the trainer. At the other end of the continuum the learner takes more control of their own development, and in a fully developed mentoring relationship the learner will initiate contact, seeking the mentor's advice, opinion and assistance when needed. In the middle are coaching interventions, which illustrate the learner's progress towards independence.

Note: This is a continuum not a step model. This means that there may be movement in both directions along the line. Most learners require specific training at various points in their career.

Clutterbuck's Developmental Mentoring Model

Coaching

In the early stages of an individual's development there will be a lot of emphasis on coaching. Initially this may be quite directive, with the coach taking charge, telling the learner what to do and how to do it, giving instructions. It may be seen as on-the-job training. As the learner's knowledge understanding and skills develops, the coaching will become less directive, more facilitative, with more emphasis on building on basic skills to improve performance

Guiding

This is about giving advice – something that comes very naturally to many managers. Again, in the early stages, a learner may need and/or want a lot of guidance and advice, but as they grow in their role they should require less. Many managers find it difficult to break the advice-giving habit when they ought to be asking the learner “What do you think you should do?” Learners also need to be encouraged to reflect on their performance in order to assess themselves, to consider what they have done well, what they could have done better and what they will do in the future. As a coach the you need to take a progressive approach to guidance. If you always provide the answer you will actually stunt the learners growth. However, it is also important to recognize that there will be situations when the learner requires a direct answer, and encouraging reflection or self-analysis will be unhelpful to them.

Counselling

In the context of learning, this should be mainly non-directive. It is an activity that is arguably more associated with mentoring. It is a means of enabling the learner to express their thoughts, ideas, hopes and fears in a safe environment. Sometimes the learner simply needs someone to listen to them. The coach/mentor acts as a sounding board, helps the learner to structure and contextualize their thinking, and analyse decisions that might affect their careers.

Networking

In the workplace, people need information networks, that is they need to know who to contact to access information, and they need influence networks – they need to know how to get people over whom they have no direct control to do things for them. The mentor helps by making the learner aware of the resources available to them, and can also provide introductions to people inside and outside of the organization. The mentor may also help the learner to explore ways of making their own approaches to others.

In developmental mentoring the coaching role evolves into mentoring as the learner develops and becomes more competent. The learner still requires support but it is a different kind of support. However, there will be occasions when the mentor will be required to revert to coaching and advising, although the circumstances are likely to be very specific, and with a short time-scale.