

**Module Name/Code: Coaching and Mentoring Skills in the
Workplace/ BMSW60_SWAN**

Title: Coaching and Mentoring with an Organisational Context

Name/Number of Student: Masuk Ali/2021839

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Executive Summary

Coaching and mentoring play a significant role in the ways organisations work. Both practices aid in developing an individual's performance and enables in helping to cope with change and facilitate growth. Results will have a direct impact on an organisation's results. Coaching and mentoring is valuable personally as the learning is individualised and flexible. It is important for the day-to-day line management/employee interactions to be interactive in expanding knowledge and foster workplace values while harnessing skills for longevity.

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1.0 Introduction

On the 13th of November 2023 the researcher has been requested to submit a report on coaching and mentoring within an organisational context. The purpose of this report is to critically evaluate the purpose of coaching and mentoring in the workplace especially in regarding line management's behaviours, skills and attitudes. There will be discussions on what makes an effective coach and what can be a hindrance. The researcher of the report is Masuk Ali. The report is to be submitted by the 8th of December 2023. The report will be undertaken by research from article, books and websites to submit its findings.

Coaching and mentoring are pivotal factors in developing employees and such practices are popular in enhancement of skills and knowledge to influence performance in an organisation. There are many ways in which group coaching can aid development such as self-development and awareness, of groups who do develop through coaching can lead to an increase in harmony of new concepts (CIPD, 2023).

2.0 Findings

2.1 Coaching and Mentoring

Coaching is defined as simply a conversation or a series of conversations between two persons (Starr, 2008). Downey (2003) states that in an organisational setting coaching is the driving factor in enhancing performance ultimately to execute a task, business objectives or effective efficiency. Parsloe (1992) defined mentoring as learning and developing through a relationship between two people (Megginson and Garvey (2004). Mentoring essentially is the support and help a person would receive so they can manage their learning to maximise their full potential all the while continuing to develop skills to improve their performance.

Both coaching and mentoring are deemed to go hand in hand interchangeably, though there are similarities the two are not identical. Similarities include the belief that people have the ability to change and are able to make the best available choices. Help is not a quick fix but rather a journey where learning is as vital as knowledge gained (Zeus and Skiffington, 2000). In an organisational context a mentor is regarded as someone with expertise and specific experience to aid in a junior's development. In contrast a coach may not have a similar background. Another point to be made is that coaching is highly likely to have a shorter period and place focus on a specific problem (Conner and Pakora, 2017).

2.1.1 Similarities and Differences in Coaching and Mentoring

Similarities include:

- Both provide support while placing accountability
- Both practices instil trust and commitment which produce actions via listening and speaking
- Both aim for clients to improve their productivity and performance
- Both stimulate a sense of personal growth to participate in new expertise
- Both are expected to hold a degree of organisational know how

- Both are compatible with career guidance and in reviewing goals
- Both recognise values and vision.

Mentoring differences include:

- The sessions are informal and can take place as and when the guidance is needed
- Mentoring takes a broader view of the person and is often long term
- Mentors are often more qualified and experienced than the mentee, often a role played by a senior member of the organisation who has experience
- Mentors place focus on personal growth and career developing
- Session's agenda is chosen by the mentee
- Mentoring invests in a continuous relationship which can continue for a long time.

Coaching differences include:

- Coaching is not performed on the basis of possessing expertise or knowledge on the client's occupation unless coaching is specific to a topic
- Coaching sessions have a set period and are time bound
- Sessions are focused on specific developmental challenges
- Coaching is usually focused on development in the workplace
- Coaching sessions are set on a regular basis and are structured.

(Jarvis, 2004: 19) (Zeus and Skiffington, 2000).

2.1.2 Coaching and Mentoring in Practice

Research suggests that most people view coaching and helping in the development of others as the top priority in competency however have scored coaching as the lowest practiced. Coaching does play a vital role in transformational leadership but there are hindrances such as time constraints, process that actually work and an expectation of immediate performance (Forbes, 2018). Another research undertaken resulted in that it can take around 254 days to form a new habit meaning that building on skills and changes needed severe commitment with many obstacles along the journey.

The key to success is to continuously develop towards the right path while practicing various tactics which provide the best results (Boyatzis, Smith and Oosten, 2019). According to Starr (2008) persevering in recognising the individual's ability from the outset and through discussing in structured regular sessions and applying monitoring measures can produce a highly performative leader. If the three foundations are implemented, building awareness, building commitment and building practice, then the three working in unison can have a transformative impact which can grow and sustain.

2.1.3 Alternative Learning Initiatives

According to Clutterbuck (2004) counselling regarding to the support and learning is a non-directive activity in aiding individuals to cope. In supporting an individual to analyse and structure decisions made while taking responsibility simply by offering to listen can support individuals' development. Like coaching, the process involves the coach to aid in the development of competence however, coaching involves direction stimulating learning driven approaches such as challenging the individual's assumptions.

Another learning initiative is training which requires a fixed agenda of learning and there is a set prepared approach in making this happen. An example of this is if the training requires learning to be more computer efficient then the training would be rigid to ensure knowledge has been taught in the time frame (Starr, 2008). However, Gertz (2017) states that the drawback to training is that the learning format is dictated by the trainer's objectives while coaching is very flexible which allows the coach and coachee to influence the sessions direction. This promotes a continuous application of learning in a one-to-one session while training sessions tend to be conducted in a group setting.

2.1.4 GROW Model

The GROW model (see appendix 1) is a popular coaching model and has the emphasis on outcome and performance. The model allows for an individual to identify a goal that needs to be achieved (Whitmore, 2002). A line manager who can structure a coaching session producing meaningful outcomes is an effective line manager coach. The letters of GROW represent each stage, Goal, Reality, Options and Will (Mindtools, 2023).

Goal

According to Conner and Pakora (2007) at this point a line manager engages in discussion so the desired goal and the required changes in development can be identified so the outcome is successful. The line manager needs to incorporate the end goal at the start to instil a coaching culture as a core component (Personnel Today, 2008). The CLEAR model (Hawkins and Smith, 2013) (see appendix 2) is a similar coaching model as the stage 'Contracting' requires for the line manager to aid in the coachee to reach an outcome through working together and open dialogue.

Reality

At this point the line manager will seek to understand the full scope of the scenario without analysis or judgement (Downey, 2003). The coach can however help in placing emphasis on the greatest impact on performance and banish any misconceptions the coachee may have (Conner and Pokora, 2007).

Options

Together both can explore many avenues by clearly understanding the situation. Both parties can draw upon own experiences to help guide what is to be worked on for best outcome. It is advised to let the coachee offer suggestions and do most of the talking (Mindtools, 2023).

Will

The last stage is to consider the coachee's commitment to the chosen appropriate option and direction. This will allow the line manager to fully support the coachee with a plan of action with agreement (Downey, 2003: Conner and Pokora, 2007). LearnStarr (2022) states that 'response' coaching is a natural behaviour and by the line manager applying response coaching will enable the best solution.

2.2 Line Manager's Role as a Coach/Mentor

By setting continuous regular one-to-one sessions with a fixed agenda can allow line managers to utilise coaching skills to agree on success measures by defining objectives. The sessions can build trust allowing for self-confidence for the coachee and underlying issues can be further explored (Downey, 2003). The OSCAR coaching model similarly (see appendix 3) defines objectives and what is to be the achieved outcome from the session. Core qualities of

listening and empathising are to be in addition to the effectiveness of the coaching session by focusing on simply on what works rather than looking for barriers to progress. At the 'Scale' stage the line manager needs to measure how close the coachee is in relation to achieving the goal (Conner and Pokora, 2017: Mindtools, 2023).

2.2.1 Benefits/Drawbacks of Line Managers as Coaches/Mentors

According to Conner and Pokora (2007) there are disadvantages to internal coaching as casual settings can cause for confidentiality to be difficult as both parties will be known to each other and creating boundaries could prove difficult and there is a threat of others in the workforce knowing personal details. It is therefore vital to determine rules to ensure confidentiality and to obtain privacy when discussing issues within the relationship of trust and information shared will only be done on mutual agreement (Clutterbuck, 2004). A coaching contract will be beneficial as it will allow in assisting as a legal document to set guidelines for the coaching relationship while liabilities will be of the minimum for the coach. The contract will be a piece of mind for both parties and serve the coach protection should there be any grievance (The coaching and mentoring network, 2013). The CLEAR coaching model's stage 'listening' (Hawkins and Smith, 2013) is to apply empathy to the active listening, so a personal insight is gained. The 'exploring' stage is to be followed to understand the personal implications to the coachee.

Teaching coaching skills to a manager is not always an automatic success and most coaching programs fail as training programs are not effective in preparing managers. This is because there is an opinion that a line manager cannot adopt the position of both roles as managers and employees working alongside each other creates behaviour norms of inflexible mindsets (Core Strengths, 2023).

2.3 Coaching and Mentoring in Building Resilience and Dealing with Change

American Psychological Association (2023) states that resilience is the process and outcome of adapting to challenging experiences successfully placing focus on emotional, mental and behavioural flexibility to internal and external demands. According to Gallup (2022) majority of employees are not engaged and management should study the behaviours of the highly engaged employees to understand what is done right. Studies suggest that 70% of engaged employees are reliant on management and they can condition the

workforce's behaviour by challenging and empowering workers as they seek advocacy and advice to be nurtured in going forward. A line manager can implement the role of a coach to facilitate new direction. The role will be met with resistance and undergoing systematic change will need the rest of the system to work harder to adapt otherwise change will revert to old ways of thinking. Coaching and mentoring practices advocate for the building an army of resilient workers who can move forward without looking back. They are not averse to change and welcome its challenges as part of a modern workplace (Nigro, 2008). Change management is defined as an embrative approach taken in the workplace to move from a current state to a new desirable state using a structured approach with the collaboration of stakeholders. Organisational change in a work setting is the process of embedding change to make change the new normal state for the business (APM, 2023). In today's challenging work settings resilience plays an increasingly important role. Those who are resilient are better equipped to cope with unexpected change and setbacks. Low resilience is easier to spot and include the inability to make decisions, low tolerance and reduced confidence. Coaching and mentoring can help by encouraging the coachee with current situations. It is helpful to refocus attention to what is going right in life and not dwell on the negatives but rather work to develop on practical solutions that are problematic (Art of Mentoring, 2023).

2.4 Self Evaluation on Performance

I will be using Kolb's reflective model (University of Hull, 2023) (see appendix 4) to drawn on my experience for the self-evaluation. On research on the GROW model (Conner and Pakora, 2007; Mindtools, 2023) I better understood that coaching required the coach to clarify what problems needed to be combated by the description of the issue(s) in detail and understand what the desirable outcome is to be achieved. Prior to studying the subject, I assumed that coaching required expert knowhow on the coachee's occupation.

Concrete Experience

At the start of the session, I wanted background information on the coachee and assess their needs so proceeded with basic questions such as what the issues were and how long they had felt this way. I felt that by doing so broke down initial barriers and showed that I was genuinely interested in helping. I

wanted the coachee to trust me to help overcome the obstacles and not create more barriers. I felt that the exercise went well overall and have gained insight to coaching techniques.

Reflective Observation

On completion of the practical coaching exercise, I have learnt that to become an effective coach requires a lot of strategies such as to be present, listen without bias and preconceived opinions on the matter, and ensure that the issue is broken down over several sessions rather than try and resolve it quickly which will ultimately fail in the long run. An issue that is fully investigated will produce better results (Downey, 2003).

Abstract Conceptualism

I have learnt from my experience that there is no fix answer and any avenues recommended should be welcomed by the coachee. It is more beneficial to try several activities and see which fits better for the coachee. I feel that the coachee could have initiated some plan of action themselves and not rely on me to make suggestions only. However, I do feel that brainstorming some ideas together were helpful to me to know which stage in the GROW model the coachee was in terms of willingness to change from the current state to a new state.

Active Experimentation

Moving forward, I would like to work on my probing questions, so that they are suggestive and invite answers that are thought of in depth. I would like the questions asked to be open, so a natural flow of conversation is generated. I also want to spend more time initially to ensure what it is to be achieved at the end of the session period (Personnel Today, 2008). I can work on my coaching skills by watching coaching role plays on YouTube and see what I can draw upon to help me in future. In future I would like to seek permission before offering suggestions as I feel that maybe the coachee was reluctant to speak at times and I should be more patient and pause to allow for the coachee to have time before replying. In future I would adopt in using the GROW model as I feel it is a simple and effective tool to help me structure my sessions. I have devised a personal development plan (see appendix 5) to assess my current skills and how I can develop them for the future.

3.0 Conclusion

To conclude this report the researcher can determine that there is a positive impact on a line manager coaching and mentoring a coachee to further enhance productiveness in the workplace. Effective coaching can result in well executed future performance if there is respect on privacy, confidentiality and interpretation of the issues. A successful line manager who adopts the role of a coach/mentor should strive to structure each session with understanding what is the help the coachee is seeking and help break down barriers and stereotypes to help overcome obstacles with solutions that can be realistically achieved. Through active listening can ensure that the right probing questions can be asked to explore alternate solutions. A line manager can empower employees in new direction by empowering them to build on confidence and resilience and in doing so can help build a stronger future for the organisation with people who are head strong and confident in dealing with change.

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5.0 Appendices

Appendix 1 GROW Model

GROW Model

THE
PATHFINDER
COACH

G	R	O	W
GOAL	REALITY	OPTIONS	WILL
DEFINE WHERE YOU WANT TO GET TO What do you want to achieve? What does your goal look like, specifically? How would you define your goal?	AGREE PARAMETERS OF YOUR SITUATION What is happening right now? How will your situation impact your goal? What resources are available to you?	EXPLORE OPTIONS AVAILABLE TO YOU What options are available to you? How might these options play out? How would you rank your options?	COMMIT TO A PATH FORWARDS How committed are you to your goal? What are the first steps forwards? What might get in your way?

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Appendix 2 The CLEAR Model

CLEAR Coaching Model

Transformational Coaching – The CLEAR model



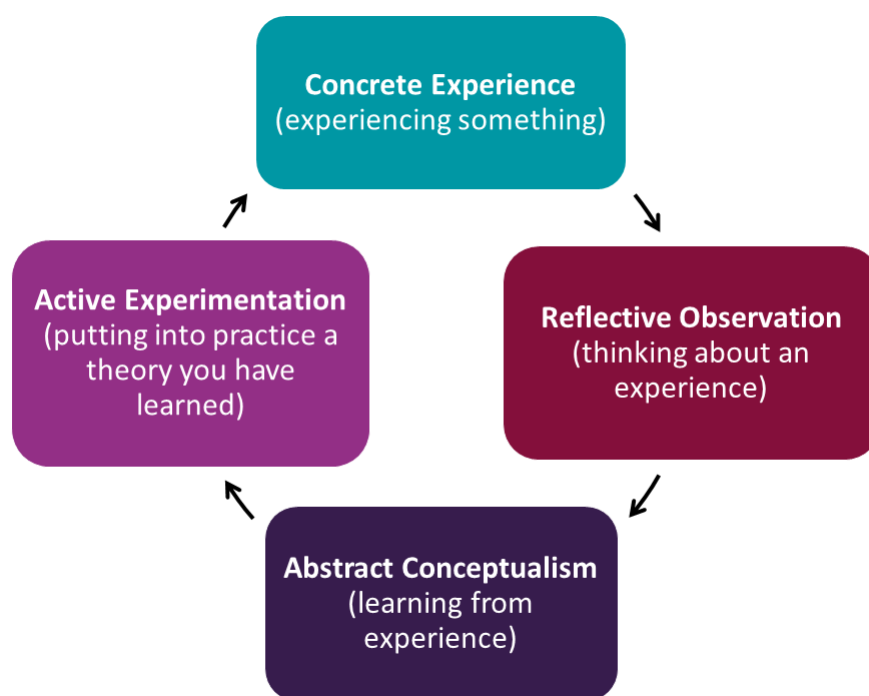
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Appendix 3 The OSCAR Model



Appendix 4 Kolb's reflective model



Appendix 5 Personal Development Plan

<u>Development objective</u>	<u>Specific Actions</u>	<u>Blockers and how will they be removed</u>	<u>Support required</u>	<u>How I will know when I have achieved the objective</u>
Work on my responses especially if I do not have the answer or correct information	Resist to respond with misinformation and be upfront if I lack knowledge. Offer to seek right resources on unanswered queries at the end of the session.	Blockers include collecting wrong or unrelatable information. I need to ensure any resources are credible and will help answer the questions asked.	I need to source information from libraries, local centres with expertise in the subject, websites and ask colleagues who might be able to point me to the direction.	My objective will be achieved when I am confident in giving constructive answers and when I am not able to, I can offer to help find the answers.

Listen more and speak less	Need to understand that the coachee will go at their own pace. I need to actively listen to understand the full scope without interruption.	Blockers include failing to engage with coachee and miss assess the situation resulting in wasted time. I need to pause while the coachee speaks and pick up key points.	I will watch YouTube tutorials on coaching role plays and read articles so I can fully appreciate a successful coaching session.	My objective will be achieved when I receive feedback from the coachee stating that the coaching has been successful and the have overcome their obstacles.
Guide and not instruct the coachee	Help the coachee to navigate the problem without instructing on the solution. Ask open ended questions to encourage the coachee to arrive to own conclusions.	Blockers include not receiving much input from coachee. I need to use follow up questions so the coachee can expand on answers.	I will devise a list with the coachee on all the goals and break them up to subtasks to complete in a timely manner.	My objective will be achieved when the goals set are achieved by the coachee.