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BMSW6007 Coaching and Mentoring

Trawsnewid Addysg, Trawsnewid Bywydau

Transforming Education, Transforming Lives

Agenda for today

1

Assessment

Brief, expectations and groups

2

Origins

Historical development and contemporary use

3

Definitions

Coaching and mentoring

4

Comparison

Similarities, differences and blurred boundaries

5

Selection

Other L&D interventions and organisational choices

Module learning outcomes

By the end of the module, students will be able to...

- Critically evaluate the organisational role of coaching and mentoring and the effectiveness of relevant models
- Critically analyse the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor
- Apply strategies to coach or mentor effectively at an appropriate level

By the end of today's session, you should be able to...

Knowledge and critique

- Critically compare definitions of coaching and mentoring
- Explain how historical developments shape contemporary workplace practice

Application and judgement

- Analyse similarities and differences in organisational contexts
- Justify when coaching, mentoring or another learning intervention is appropriate

Indicative content across the module

Definitions and distinctions

**Benefits and organisational
contribution**

Costs, barriers and responses

**Effective coach or mentor
capabilities**

Theoretical models

**Practical application and
reflection**

Assessment overview

Part A: Peer coaching exercise

- November
- 15 minutes per student
- Practical demonstration of coaching capability

Part B: Written reflection

- December
- 2,000 words
- Critically reflect on practice using theory and evidence

Parts A and B are assessed holistically and contribute to one overall module mark.



Decode the assessment before you plan it



Create a four-column assessment map you can keep and update each week.

Practical groups

Agree and record

- Required group size: 3
- Confirm today or email r.akers@uwtsd.ac.uk
- Choose a communication method and initial practice date

If a problem arises

- Students unable to find a group should contact the module team
- Do not leave group arrangements until the assessment week
- Groups can work in a 2 or 4 as last resort

Start with your assumptions

A coach needs expertise in the coachee's job.

AGREE | DISAGREE | IT DEPENDS

Mentoring is always informal.

AGREE | DISAGREE | IT DEPENDS

A line manager can coach a direct report effectively.

AGREE | DISAGREE | IT DEPENDS

Coaching is mainly for people with performance problems.

AGREE | DISAGREE | IT DEPENDS

Keep your answers. You will revisit them at the end.

From trusted guide to workplace development system

-  **Ancient narrative** Mentor as a trusted guide
-  **Craft traditions** Apprenticeship and tacit knowledge
-  **20th century** Sports coaching and humanistic psychology
-  **1980s–2000s** Executive coaching and formal programmes
-  **Today** Virtual, peer, reverse, team and AI-supported formats

Research activity: definitions in the literature

Search

- Use your library catalogue or a relevant business database
- Try: workplace coaching; developmental mentoring; manager as coach; digital coaching
- Select one peer-reviewed source published from 2021 onwards

Record

- Full Harvard reference
- Definition of coaching and/or mentoring
- Organisational context
- One assumption or limitation in the definition

Assessment reminder: use the exact source expectations stated in the assessment brief.

Break



DEFINITION

What counts as coaching?

“Coaching aims to produce optimal performance and improvement at work. It focuses on specific skills and goals...”

(CIPD, 2025)

Typical features

- Agreed goals and a defined purpose
- Reflection, questioning and action
- Performance or development focus
- The coach needs process skill; subject expertise depends on context

How non-directive can workplace coaching be when the organisation leads it?



DEFINITION

What counts as mentoring?

A workplace relationship in which a more experienced colleague shares knowledge to support another person's development.

(CIPD, 2025)

Typical features

- Contextual insight and experience
- Broader career or identity development
- Often longer term, but duration varies
- May combine inquiry, advice, challenge and access to networks

Does “more experienced” risk reproducing existing organisational assumptions and power structures?

Definitions are useful, but not neutral

Purpose

Performance, identity, career, learning or a combination?

Power

Who controls goals, access, confidentiality and evaluation?

Context

Formal/informal, internal/external, manager/employee, peer/reverse

Evidence

Which outcomes are claimed, measured and attributable?

Pair discussion: which of these has the biggest impact on how coaching or mentoring should be designed?

Shared core, different emphases



Purposeful conversation • listening and questioning • reflection • feedback • appropriate confidentiality • action and development

Typical distinctions, not universal rules

Primary emphasis	Goals, capability or performance	Broader development and career navigation
Expertise	Subject expertise is not always necessary	Relevant experience is often important
Timescale	Frequently bounded	Frequently longer term
Approach	Often inquiry-led	May combine inquiry, advice and perspective
Relationship	Contracted around agreed outcomes	Built around development and contextual insight

Scenario lab: choose and justify

A

A newly promoted manager needs to structure difficult performance conversations.

B

An early-career employee wants insight into progression and informal organisational norms.

C

A senior leader wants confidential challenge on strategic decision-making.

D

An employee wants access to networks and sponsorship for career development.

Choose coaching, mentoring, another intervention or a blend. Defend the choice using purpose, expertise, power and timescale.

Contemporary forms blur the boundary

Manager as coach

Accessible and embedded, but role power and confidentiality are complex

Peer coaching

Reciprocal inquiry between colleagues

Reverse mentoring

A less senior colleague shares insight that challenges established perspectives

Group or team coaching

Attention shifts to collective patterns and outcomes

Digital and AI-supported

Scales access but raises quality, privacy and accountability questions

Break



Coaching and mentoring within the wider L&D toolkit

Diagnose before choosing

- What outcome is needed?
- Does the learner need knowledge, practice, reflection, expert advice, peer problem-solving or specialist support?
- What risks and professional boundaries apply?
- How will transfer and impact be evaluated?



What mechanism does each intervention provide?

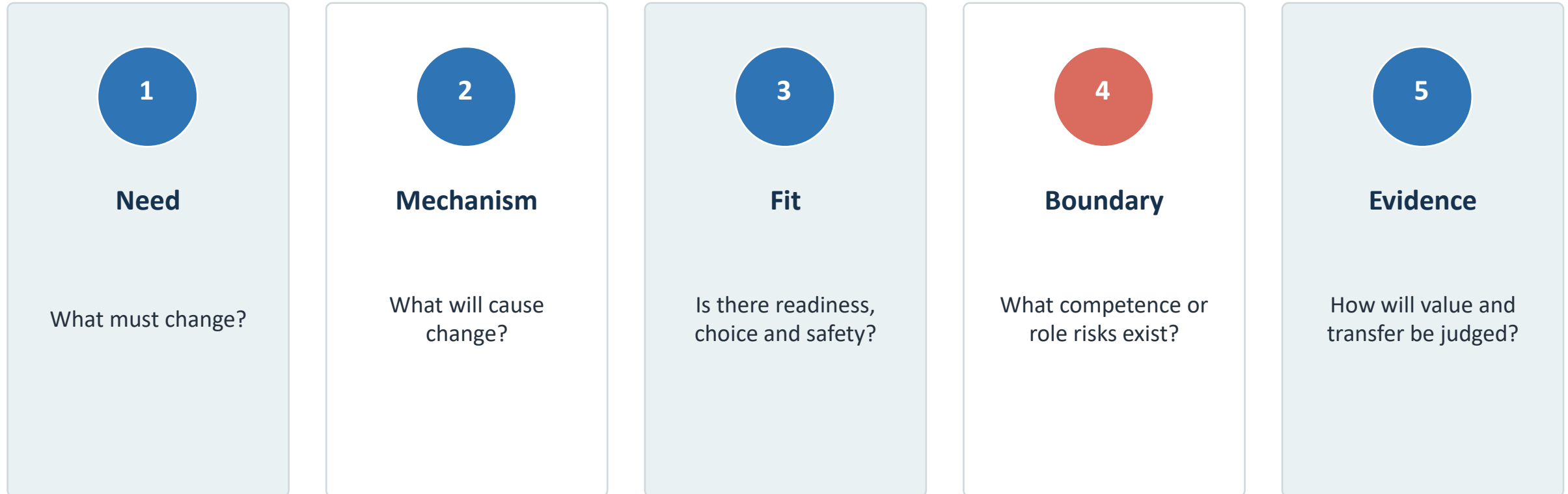
Training	Teach or practise defined skills	A known capability gap
Teaching	Structure knowledge against outcomes	Conceptual and assessed learning
Facilitation	Enable group thinking and decisions	Collective ownership is needed
Consulting	Diagnose and recommend	Specialist answers are required
Counselling / EAP	Qualified support for distress or wellbeing	Needs exceed developmental boundaries
Action learning	Peer questioning around live problems	Learning through reflection and action
Coaching	Elicit reflection, goals and action	The learner can generate and test solutions
Mentoring	Share insight, networks and perspective	Experience and navigation matter



Internal or external coach?

Organisational knowledge	Usually stronger	Requires contextual briefing
Perceived independence	May be lower	Often higher
Cost per participant	Usually lower	Usually higher
Availability	May face workload pressures	Time is formally contracted
Confidentiality concerns	Potential role conflict	Greater perceived separation
Challenge and perspective	May share organisational assumptions	Can introduce outside perspective
Quality assurance	Depends on internal capability	Depends on procurement and credentials

A practical selection test



Apply the test to one scenario. The task is to justify fit, not simply attach a label.

What does the evidence allow us to claim?

Potential outcomes

- Goal attainment and performance
- Leadership and capability development
- Career support, confidence and resilience
- Engagement, retention and knowledge transfer

Reasons for caution

- Self-report and selection bias
- Variable programme and practitioner quality
- Attribution problems
- Effects depend on context, contracting and implementation

Revisit your assumptions

A coach needs expertise in the coachee's job.

What is your answer now, and what condition or evidence supports it?

Mentoring is always informal.

What is your answer now, and what condition or evidence supports it?

A line manager can coach a direct report effectively.

What is your answer now, and what condition or evidence supports it?

Coaching is mainly for people with performance problems.

What is your answer now, and what condition or evidence supports it?

Assessment connection and exit task

Use concepts accurately

- Define using credible sources
- Acknowledge blurred boundaries
- Avoid presenting tendencies as universal rules

Analyse the context

- Purpose and stakeholder interests
- Power, ethics and confidentiality
- Learner readiness and organisational setting

Reach a judgement

- Compare alternatives
- Justify the intervention
- Identify limitations and evaluation evidence

Any questions?



References

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- Clutterbuck, D. (2014) *Everyone Needs a Mentor*. 5th ed. CIPD
- Cox, E., Bachkirova, T. and Clutterbuck, D. (2018) *The Complete Handbook of Coaching*. 3rd ed. SAGE
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