

CIPD Candidate Assessment Activity

[illegible]

- Coaching outside of organizations, as a personal coaching, typically delivered by self-employed coaches, or vendors.

Coaching may have different degrees of formality and structure, for example:

- Coaching can be very informal and very loosely structured, or formal and heavily structured, or combinations of both

Here are the different types of coaching offered:

- 1. Business coaching**– Business coaching is always conducted within the constraints placed on the individual or group to meet organizational goals
- 2. One on One Coaching for Executives** – One to one coaching is increasingly being recognized as the way for organizations to improve Executives for developing new skills, improving performance, overcoming de-railers, and preparing for advancement. Offer coaching at the executive level and tied to organization goals, often results in improved business results. Executive coaching is often delivered by coaches operating from outside the organization whose services are requested for an agreed duration or number of coaching sessions.
- 3. Personal/Life Coaching** – The personal/life coach helps individuals gain awareness of and clarify their personal goals and priorities, better understand their thoughts, feelings, and options, and take appropriate actions to change their lives, accomplish their goals, and feel more fulfilled.
- 4. Career Coaching** – The career coach helps individuals identify what they want and need from their career, then make decisions and take the needed actions to accomplish their career objectives in balance with the other parts of their lives.
- 5. Group Coaching** – Group coaches work with individuals in groups. The focus can range from leadership development to career development, stress management to team building. Group coaching combines the benefits of individual coaching with the resources of groups. Individuals learn from each other and the interactions that take place within the group setting.
- 6. Performance Coaching** – Performance coaches help employees at all levels better understand the requirements of their jobs, the competencies needed to fulfill those requirements, any gaps in their current performance, and opportunities to improve performance. Coaches then work with the employees, their bosses, and others in their workplace to help the employees fill performance gaps and develop plans for further professional development.
- 7. Newly Assigned Leader Coaching** – Coaches of individuals assigned or hired into new leadership roles help these leaders to “onboard.” The goal of the coaching is to clarify with the leader’s key constituents the most important responsibilities of his/her new role, the deliverables in the first few months of the new assignment, and ways to integrate the team (s)he will lead with the organization. The major focus of this type of coaching is on helping the new leader to assimilate and achieve his/her business objectives.
- 8. Relationship Coaching** – The relationship coach helps two or more people to form, change, or improve their interactions. The context can be work, personal, or other settings.
- 9. High-Potential or Developmental Coaching** –The coach works with organizations to develop the potential of individuals who have been identified as key to the organization’s future or are part of the organization’s succession plan. The focus of the coaching may include assessment, competency development, or assistance planning and implementing strategic projects.

10. Coaching to Provide Feedback Debriefing and Development Planning – Organizations that use assessment or 360 feedback processes often utilize coaches to help employees interpret the results of their assessments and feedback. In addition, coaches work with individuals to make career decisions and establish professional development plans based on feedback, assessment results, and other relevant data.

11. Targeted Behavioral Coaching – Coaches who provide targeted behavioral coaching help individuals to change specific behaviors or habits or learn new, more effective ways to work and interact with others. This type of coaching often helps individuals who are otherwise very successful in their current jobs or are taking on new responsibilities that require a change in specific behaviors.

12. Legacy Coaching – The legacy coach helps leaders who are retiring from a key role to decide on the legacy they would like to leave behind. The coach also provides counsel on transitioning out of the leadership role.

13. Succession Coaching – The succession coach helps assess potential candidates for senior management positions and prepares them for promotion to more senior roles. This type of coaching may be used in any organization that is experiencing growth or turnover in its leadership ranks. It is especially helpful in family businesses to maintain the viability of the firm. Since assessment is often part of this intervention, clear expectations and ground rules for confidentiality are essential. It may be necessary in some companies to use separate consultants for assessment and coaching.

14. Presentation/Communication Skills Coaching – This type of coaching helps individuals gain self-awareness about how they are perceived by others and why they are perceived in that way. Clients learn new ways to interact with others. The use of video recording with feedback allows clients to see themselves as others do. The coach helps clients change the way they communicate and influence others by changing their words, how they say those words, and the body language they use to convey their intended messages.

15. Team Coaching – One or more team coaches work with the leader and members of a team to establish their team mission, vision, strategy, and rules of engagement with one another. The team leader and members may be coached individually to facilitate team meetings and other interactions, build the effectiveness of the group as a high-performance team, and achieve team goals.

Depending on the need of the Executive or Individual, you will probably provide several types of coaching. In my experience, I coach Leaders on five levels – business, organization level, leadership level, team level, interpersonal skills level, and personal level.

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benefits of doing so is that the experience helps these relatively junior employees become more effective mentees because they are better able to see the relationship through the mentor's eyes. (See cascade mentoring later in this chapter.)



STORIES FROM THE FIELD

There are numerous examples of interesting mentoring programmes that illustrate the various applications of mentoring in the organisational context. Here are just a few of them:

- A major London solicitor's practice uses mentoring to help people make the transition to partner. What it takes to be considered partner material is so difficult to explain or demonstrate that formal training doesn't help. Mentoring provides a useful way of passing on this largely intuitive understanding.
- For many multinational companies, a major challenge is how to speed up the development of local nationals to take over from the expatriate engineers and managers. Mentoring provides a practical and culturally acceptable route to making this happen.
- The Institute of Chartered Accountants in England and Wales has a programme of 'ethical mentoring'. Mentors are experienced financial services people who help mentees tackle acknowledged ethical dilemmas and also help them develop their ability to recognise and work through ethical dilemmas and become agents for change in their organisations.
- The Institute of Practitioners in Advertising created a programme in which relatively young (under 40) entrepreneurs in the field were mentored by successful peers, mostly 15–20 years older, on issues such as how to sustain their businesses, or build greater value in the business.
- A division of British Telecom (BT) selected a number of small businesses with high growth potential to take part in a programme with a dual purpose. On the one hand, the small businesses, which were selected through a competition process, gained access to the professional expertise of the mentors, who were all on the leadership team or one level below. On the other hand, the BT executives learned a great deal about the issues that small business customers faced.

DIFFERENT FORMS OF MENTORING

Being essentially a relationship of mutual learning, where the mentor's power or authority is not substantially relevant, developmental mentoring may take many different forms. Some of the most common ones are:

PEER MENTORING

A professional exchange, where both parties support each other in personal growth and achievement. Peer mentoring relationships typically work better when one or both parties have had prior experience of more traditional mentoring.

REVERSE MENTORING

Reverse mentoring takes place when the junior person mentors the senior. It has evolved in response to two organisational needs:

- changing cultures to make them more diversity-friendly, by educating leaders about diversity issues
- helping leaders to catch up with technology or areas of specialist knowledge.

For the junior person acting as a mentor, the relationship provides opportunities to improve their visibility to leaders, and to gain insights into how leaders think. For the senior mentee, diversity-oriented reverse mentoring provides a safe space to explore their assumptions and concerns and to develop greater comfort in having meaningful conversations with someone different.

GROUP MENTORING

Group mentoring typically occurs when there are not enough mentors to meet the demand from mentees. A mentor might work with a group of three to eight mentees at a time, in a group setting. Both mentors and mentees require additional training above and beyond standard mentoring training, to cover the requirements of the group dynamics. Typically, some one-to-one mentoring also occurs, as mentees have specific issues they want to discuss outside the group setting.

SHADOW BOARDS

Shadow boards are a particular type of group mentoring. Typically, junior managers in an organisation are selected to form a shadow board. They receive the same documentation as the real board or leadership team, a few days ahead. They meet to discuss these documents, under the chairmanship/mentorship of a member of the real board/top team. In some cases, the same person acts as a mentor; in others, the role rotates amongst leaders, to give them all an opportunity to work with the shadow board.

The aims of the shadow board are to:

- introduce junior managers to more strategic thinking and what it means to be a leader
- expose leaders to the realities of how people in lower ranks of the organisation perceive planned changes

SPEED MENTORING

Speed mentoring is a method of providing rapid, focused access to knowledge and experience. Typically, speed mentoring involves bringing a group of mentors together with a group of learners who have specific needs. Each pair works together for a defined period (up to 15 minutes) before one of them moves on to a new partner.

This approach to mentoring (if it is really mentoring at all, given that it lacks the essential element of a learning relationship) tends to be shallower and more advice-heavy than normal mentoring. However, it has a role to play in, for example, helping people explore a variety of different career options or in gathering multiple perspectives on one issue.

NETWORK MENTORING

Network mentoring describes a growing trend for people to have more than one mentor at a time. For example, they may work with one mentor on long-term career issues and with others over shorter periods on transferring specific skills and knowledge. A practical way to initiate this is for mentors in a formal programme to encourage and support their mentees in creating and developing such networks.

CASCADE MENTORING

Cascade mentoring is based on the principle that mentees can be more effective if they experience mentoring from the mentor's perspective. So, for example, young graduate recruits being mentored by a junior or middle manager would be encouraged to become a mentor to someone in the community. The experience typically helps them better

appreciate their own mentor's role and gain clarity about how they can help the mentor help them.

FORMAL MENTORING, INFORMAL MENTORING – OR BOTH?

There is an ongoing debate on the merits of formal versus informal mentoring, fuelled by conflicting views and data that continually emerge from academic literature and mentoring practitioners alike. A question that sparked this debate is: which is better – formal mentoring, where an organisation intervenes to create, guide and support relationships, or informal mentoring, where the organisation does not intervene at all, except perhaps encouraging people to develop spontaneous relationships?

We will resist plunging into the rabbit-hole of analysing the pros and cons of formal and informal mentoring. Instead, we just present the key differences between the two (see Table 10.2).

We also intend to shift the focus and, instead of asking: 'Which of the two is better?', in the next part of the chapter we attempt to answer a different question: 'How can both formal and informal mentoring work well in an organisation?'

Table 10.2 Main differences between formal and informal mentoring

	Formal mentoring	Informal mentoring
Relationship duration	Relationship length is clearly defined, with an agreed on beginning and end.	Emerge gradually and can last for much longer.
Matching	There is support around matching and mentees may have no choice or a selected choice.	Requires mentee to find their own mentor.
Meetings	Meetings take place regularly based on the guidance received in training.	Meetings take place on 'as and when needed' basis.
Training	Both mentors and mentees are trained for the role.	Formal training doesn't take place.
Impact on diversity	Frequently used to achieve diversity objectives, by matching for difference.	Tends to occur between people who are similar in background, gender, race, sexual preference and so on.
Support	There is a programme manager to provide advice and help relationships which are struggling. There may also be support for mentors from more experienced mentors, and, in some cases, supervision.	Relationship is left to its own devices – if there is a problem, it drifts away.
Goals	Organisation encourages individuals to set goals and there may be organisational goals too.	Less clearly defined goals.
Contracting	Pairs are encouraged to discuss their expectations of each other and how they will work together.	Expectations are generally less clear within informal relationships.
Measurement	Build in measurement and evaluation, which is helpful in encouraging participants to review the relationship together.	None.

	Formal mentoring	Informal mentoring
Organisational outcomes	Within formal programmes that have an established purpose this will ideally have a positive outcome for the organisation.	Outcomes could be positive or negative for the organisation.

MAKING FORMAL MENTORING WORK – INTERNATIONAL GOOD PRACTICE

Being up to date with good practice in formal mentoring has never been easier; an impressive amount of research, resources and publications, as well as the existence of accreditation bodies such as the International Standards for Mentoring Programmes in Employment (www.ismpe.org), can help organisations design and run effective mentoring schemes.

However, in spite of this wide availability of knowledge, resources and support, a significant percentage of mentoring programmes don't deliver on at least a portion of their objectives. For us, these failures have been a rich source of learning; talking to organisations whose programmes ran into difficulty – or even completely failed – enabled us to identify the chief pitfalls of mentoring in organisations. Based on these conversations, we identified three broad themes amongst the reasons why mentoring programmes fail:

- lack of clarity
- inappropriate level of direction, instruction or training
- improper matching

LACK OF CLARITY

Clarity is key in getting a mentoring programme off the ground and sustaining it. There are a few aspects of clarity that we want to discuss here: clarity of purpose; clarity around the type of mentoring that is expected to take place; and clarity around the benefits of the mentoring programme for the key stakeholders.

Clarity of purpose

Programme clarity of purpose – why it is being done, what is expected of participants, what the respective roles and responsibilities of mentor and mentee are, and what the desired outcomes are – is directly correlated with the clarity of purpose in the individual relationships. Most relationships require a clear sense of purpose and a defined transition which the mentee wishes to achieve. The clearer that transition is, the more focused the discussions and the easier it is to relate day-to-day issues to the larger goal. Even in relationships where the primary objective is for the mentee simply to have an occasional sounding board, unless that is agreed up front, one or both parties will often feel dissatisfied.

Clarity on the expected type of mentoring

The second main problem is that companies often assume that perceptions of mentoring are pretty standard. In reality, as we mentioned before, there are at least two major schools of mentoring – developmental mentoring and sponsorship mentoring – and failure to clarify which is intended can cause confusion, arguments and major misalignments of expectations between participants and the organisation. Multinational companies which have attempted to introduce mentoring around the world without taking these differences in mentoring style properly into account are surprised when they meet resistance.



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MENTORING



What Types of Mentoring Relationships Exist?

Mentoring can be a one-time intervention or a lifelong relationship. It can be carried out informally by anyone, at any time, in almost any place or as part of a formal structured program. This section describes some of the types of mentoring relationships that can be established.

Mentoring can range from a spur of the moment intervention to an intense long term relationship. The mentor's and mentee's needs, willingness, availability and appropriateness need to be judged according to the individual situation.

The table below outlines a range of mentoring relationships that might exist, depending on the structure and formality of the relationship and the length of time or intervention.

Highly Structured ↑ Formality of Relationship ↓ Virtually No Structured	Quadrant B: Highly structured, short term The relationship is formally established for an introductory or short period, often to meet specific organisational objectives. The mentee's need is high and the mentor's resources, time etc are low. For example: - A new staff member may be paired with a senior person for organisation orientation. - A student may be paired with a mentor for a set period during their study program.	Quadrant D: Highly structured, long term The relationship is formally established for an extended period in order to meet specific organisational objectives. The mentee's need is high and the mentor's resources are abundant. The potential exists for an intense and productive relationship. Often used for succession planning. This relationship involves grooming someone to take over a departing person's job or function or to master expertise.
	Quadrant A: Informal, short term This type of mentoring ranges from spontaneous help to a one off meeting or as needed catch ups. The mentor's resources and mentee's needs are low, spontaneous or occasional. Very short term interventions may be adequate and satisfying to both parties. There may be no ongoing relationship. This type of intervention is often thought through and heavily change oriented.	Quadrant C: Informal, long term This type of mentoring consists of being available as needed to discuss problems, to listen or to share special knowledge. The mentor's resources are substantial, but the mentee's needs are low. Occasional help may be all that is needed, and the mentor may have time and talents available for helping others. It is sometime referred to as friendship mentoring.
Short Term Spontaneous → Length of Intervention → Long Term/ Even for Life		

ABOUT INFORMAL AND FORMAL MENTORING

In her book, 'Friends in High Places', Bonnie McKenzie (1995) uses a continuum of mentoring programs to demonstrate the benefits and limitations of each approach.

Mentoring Programs	
Informal	Formal
Unplanned	Planned
No or little organisational involvement	Organisational involvement
May not be measured	Measured and monitored
Natural relationship requiring little or no training	Training for all participants usually provided
No standards set for selection of Mentors and Mentorees	Assessment and selection for Mentors and Mentorees

INFORMAL MENTORING

Research suggests that up to 95% of mentoring relationships are informal, where the individual self selects the person they would like to be mentored by. The relationship generally develops naturally and may not necessarily be identified as 'mentoring'. They tend to occur over a period of between three and six years, however some will last for a lifetime.

The same tools used in formal mentoring programs are generally available to informal mentoring relationships (see Mentoring Tools).

Informal mentors should expect the mentee to be the lead in the development process. Both parties may agree on the mentoring outcomes either verbally or in writing.

Informal mentoring activity should not conflict with the productivity of either the mentee or the mentor unless it has been sanctioned by the appropriate managers of the organisation/s.

Costs of informal mentoring can be measured based on the amount of time that the mentee and mentor are engaged during normal work hours.

To find such a person for yourself, network. Use the principle of "six degrees of separation". Someone you know, knows someone, who knows someone. Ask! Keep asking until a personal connection can be made. Ideally, the person introducing you to the mentor would lay the groundwork by recommending you.

FORMAL MENTORING

A formal mentor is someone within an organisation who serves in a mentoring program sanctioned by the organisation and managed by a program coordinator, who facilitates the mentor-mentee relationships. The program is structured and measured regularly according to specific goals.

Inclusion on the program may be by invitation or through a formal selection process. The relationship in this environment is more likely to be driven by the organisation than by the individual staff member.

The mentor and mentee are matched based on the perception that the mentor can help accelerate the mentee's career. Both parties understand the value of the program and agree to work within the structure. A trial period is put into place to monitor the success of the matching process.

A formal agreement is the baseline for the mentoring relationship. It provides guidance for the goals and objectives, frequency of meetings and meeting locations, timeframes and content prior to the beginning of the program.

Formal training may be provided to both the mentor and the mentee to ensure roles and responsibilities are clearly understood and agreed to.

Mentees participating in the program are monitored to assess the progress relative to the organisation's defined objectives.

Mentors are provided an opportunity to be recognised and share their experiences about the success of their mentoring engagements. Feedback gained is used to continually improve the effectiveness of the program.

Formal mentoring programs vary in commitment. Research suggests that they generally last around 1 – 2 years in length, with mentors and mentees meeting approximately once a month.

Costs associated with formal mentoring programs need to be considered as a long term organisational investment. Formal mentoring programs require appropriate funding to support program activities. Generally each mentor's department absorbs the cost of the mentor's time. There should be direct links between the cost of the program and the achievement of program outcomes.

So how can you become a formal mentor?

University of Melbourne staff are encouraged to participate as mentors on formal Mentoring programs run by various Faculties/ Budget Divisions and industry or community groups. Opportunities to participate are generally advertised in Staff News.

ROLE MODELS

A role model is someone whose behaviours, attitude, and strategies you can emulate to achieve success. It is a form of informal mentoring.

You don't want to become a clone of anyone else. However, many people known to you, or observed from afar, have qualities that you can copy to your own advantage. No one is perfect and you may select the attributes that you want and ignore the less effective aspects.

Using a role model involves identifying people you believe operate in positive and effective ways, noticing what they do and how they do it and practising it yourself.

DEVELOPMENTAL MENTORING

Developmental Mentoring can be described as someone who listens, questions and enables you to set goals, create plans, make decisions and solve problems related to your career or professional growth.

These people usually have a reputation as "enablers". They develop their own staff and are known to help others. They know and use sound techniques for decision-making and problem-solving. They have life experience that allows them to be authoritative (not authoritarian) and they will challenge your thinking and help you evaluate alternative strategies for getting what you want.

They will help you clarify your vision, set goals and create practical plans to achieve them. They'll be around as you implement your plans so you can debrief and adjust your actions.

RECIPROCAL MENTORING

Reciprocal Mentoring is a relationship where neither party is designated "mentor". Each is a confidante and resource to the other. You share goals and encourage personal accountability. You each serve as a sounding board for ideas and a reality check for plans.

Reciprocal mentoring is more than mutual reinforcement. Friends, relatives and spouses may lack the objectivity necessary for real mentoring. Mentoring can add stress to a relationship, so a professional colleague may be the best choice. You could find a peer at a conference or training course, through your membership in a professional association or a community group.

PEER MENTORING

Peer to Peer Mentoring is another informal mentoring process which is usually initiated by management. It occurs when individuals with similar levels of responsibility partner to improve the effectiveness of one or the other.

Peer mentoring provides an effective mechanism for sharing job related knowledge. When experienced staff mentor newer colleagues in a peer to peer relationship, they are exposed to some of the challenges and responsibilities as managers.

They may have the opportunity to help a new staff member develop insight into performance expectations and career opportunities, based on their own personal experiences. A simple measure could be how soon the mentee becomes self-sufficient in their job responsibilities.

Peer mentors and mentees use the job work flow as their guide for developing their working relationship. The mentor may provide more direction during the early stage of the relationship. During this time the mentee may shadow the mentor to see the experienced mentor in action. Then as a routine becomes established, the mentor is likely to be less involved on a day to day basis.

REVERSE MENTORING

In the reverse mentoring situation, the mentee has more overall experience (in terms of age, position or experience) than the mentor, but the mentor has more knowledge in a particular area. The relationship is reciprocal in nature.

This type of mentoring may be used when executives need to understand operations or technology that can be shared by staff members currently undertaking the role or tech-savvy employees who can share their knowledge with others. It can also be used to help encourage diversity such as appreciating multi generational or cross cultural perspectives.

The key to success in reverse mentoring is the ability to create and maintain an attitude of openness to the experience and dissolve the barriers of status, power and position.

GROUP MENTORING

Group Mentoring is the classic mastermind concept of tapping into collective wisdom and obtaining mutual support.

Engaging a group takes the principle: "Two heads are better than one" to the next level. When a group of individuals operate in harmony and share their brain power the result is synergy – the whole is greater than the sum of the parts.

In other words, the collective wisdom is available to each individual and shared ideas and information trigger additional possibilities that may never have been generated were each person working alone.

Some professional associations use the mastermind concept and can set you up a group or mentoring circle. Access to mentoring circles gives mentees access to more mentors than a traditional one to one relationship.

Generally, business-like meetings are held regularly and a formal agenda and discussion program is established. Guest speakers may also be invited to attend. They provide an opportunity for like minded people to share issues and learn from one another.

THE ROLE OF COACHING IN THE MENTORING RELATIONSHIP

Coaching can be described as personalised training to develop specific skills and improve performance.

Coaching is different from mentoring (see Do I need a Mentor or a Coach?). If you need specific knowledge or skills to improve performance you can ask someone who has those skills to help you develop. The coach may demonstrate techniques, observe you as you practise and give constructive feedback.

Your manager or an experienced colleague may coach you or recommend someone. Frequently, senior managers and business people use professional coaches.

CONCLUSION

With the exception of some types of role modelling, each of the above involves you in a relationship.

Any relationship requires self-acceptance and acceptance of others. A good mentor will inevitably be different from you - otherwise they'd have nothing to offer! While we find it easier to build rapport with those most similar to ourselves it is the differences that offer most leverage for self-development.

For tools and resources please visit go.unimelb.edu.au/3d7

Line manager as coach

Valerie Anderson 21 May 2009

0 comments

Line managers are increasingly expected to coach staff. What skills do they need? What influences coaching by managers?

Methodology

Discussion groups, interviews and a survey were undertaken over three months. The sample included more than 600 coaching and HR specialists and line managers.

The findings

Two related features of a coaching style of management were identified: primary coaching characteristics, which focus on performance, and mature coaching characteristics, which focus on empowerment. Primary coaching characteristics comprise: a development orientation, a performance orientation, effective feedback processes and successful planning and goal-setting activities. Mature coaching characteristics, which are also associated with a participative management style, include: using ideas from team members, powerful questioning, team-based problem solving and shared decision-making.

Mature coaching characteristics are more likely to be achieved by those in more senior positions, who often have more "discretionary time" and are less caught up in the operational challenges that dominate life for line managers.

Coaching by line managers is associated with levels of manager self-confidence and good manager/team relationships. At the same time, these factors may encourage managers to engage more often in coaching behaviours.

Time constraints are the most significant barrier to achieving a coaching style of management. Organisational culture and a lack of confidence to deal with difficult people are also inhibitors.

Clarity in coaching roles and expectations, senior management ownership of coaching as a business issue and top management role-modelling of coaching characteristics are all important ingredients of a coaching culture.

Learning points

- Two coaching types were identified: primary coaching and mature coaching characteristics.
- Line managers are the "load bearers" of coaching.
- A coaching style of management requires training and support, an empowering organisational climate and clarity about expectations and roles.

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