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By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: Jessica Rees-Evans

Date: 14/06/2021

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Contributing to Coaching and Mentoring in the Organisation

Word Count: 2267

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### Evidence Matrix

| Unit Code | Unit Title                                                 | Learning Outcome | Evidence Description   | Evidence Reference Number | Assessor Initials | I/V initials if sampled. |
|-----------|------------------------------------------------------------|------------------|------------------------|---------------------------|-------------------|--------------------------|
| 5ADC M    | Contributing to Coaching and Mentoring in the Organisation | 1.1 & 1.2        | Notes from observation | Doc.1                     |                   |                          |
| 5ADC M    | Contributing to Coaching and Mentoring in the Organisation | 1.1 & 1.2        | Meeting Notes          | Doc.2.                    |                   |                          |
| 5ADC M    | Contributing to Coaching and                               | 1.1 & 1.2        | Screen shot - Adecco   | Doc.3                     |                   |                          |

|           |                                                            |           |                                                              |        |  |  |
|-----------|------------------------------------------------------------|-----------|--------------------------------------------------------------|--------|--|--|
|           | Mentoring in the Organisation                              |           |                                                              |        |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 1.1 & 1.2 | Screen shot - Dow                                            | Doc.4  |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 2.1 & 2.2 | Meeting Notes – Benefits of coaching and mentoring           | Doc.5  |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 2.1 & 2.2 | Spreadsheet of relevant stakeholders.                        | Doc.6  |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 2.1 & 2.2 | Meeting Notice                                               | Doc.7  |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 2.3 & 2.4 | PowerPoint presentation                                      | Doc.8  |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 2.3 & 2.4 | Article by Forbes                                            | Doc.10 |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 2.3 & 2.4 | Video on How HR can help coach managers                      | Doc.11 |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 2.3 & 2.4 | Notes made from the video on how HR can help coach managers. | Doc.12 |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in                  | 2.3 & 2.4 | Article - how to make the most of the mentoring relationship | Doc.12 |  |  |

|           |                                                            |           |                               |        |  |  |
|-----------|------------------------------------------------------------|-----------|-------------------------------|--------|--|--|
|           | the Organisation                                           |           |                               |        |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 2.3 & 2.4 | Grow coaching model worksheet | Doc.13 |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 2.3 & 2.4 | Coaching behaviours           | Doc.14 |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 2.5       | How to evaluate coaching      | Doc.15 |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 2.5       | Email from line manager       | Doc.16 |  |  |
| 5ADC<br>M | Contributing to Coaching and Mentoring in the Organisation | 2.4       | Mentimeter survey             | Doc.17 |  |  |

**LO1 - Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development.**

Within my role for Adecco UK, I provide a stand-alone HR service to 120 agency employees at Dow Silicones. This manufacturing organisation has around 800 permanent employees on the site, and the additional 120 agency workers are varied in the roles they are assigned to, with around half in manufacturing, production and warehouse, and the other half in administration, engineering, IT. Some of the agency employees are long standing with over 15 years' service, with others being relatively new to the roles. Often agency workers are made permanent when permanent employers retire / leave or new positions arise. The site is a chemical plant and a tier 1 COMAH site, so can be an extremely dangerous environment, therefore training and adherence to health and safety and standard operating procedures is a high priority.

Unfortunately, there is very little coaching or mentoring in place currently for the agency workers, focus has been on training in the past. I have observed a small amount of coaching, where agency employees who are training in the production area are paired with a line manager or long-standing permanent employee who coaches them on how best to operate machinery to gain best output, however this was more telling the employee what to do (Landsberg, 2015) and evaluating whether they were completing the tasks as shown (Doc1). A small amount of mentoring is also involved when the agency worker initially starts, they are buddied up with an experienced employee to provide guidance and support and shadow them working. This ensures that the employee has someone to talk to and can be signposted to the canteen, toilets and other facilities. Cooper, J. & Wight, J. (2014)

Whilst the agency workers have a set and structured training plan, there are no policies in place for coaching and mentoring. Unfortunately as this training plan contains sensitive information on how the organisations products are made I am unable to add as evidence. I arranged a meeting with the learning and development department at Dow to try and find out why this was, and we discussed some barriers, the notes to this meeting are provided in the evidence (Doc.2)

Adecco's vision "It is our ambition to set the standard as a world-class employer, investing in people and creating an environment which enables and empowers everyone to succeed." (Doc.3) (Adeccogroup.com) does not match what we are currently providing in terms of coaching and mentoring at Dow. Part of their organisational values are "Inclusive - We champion a fully inclusive workforce that reflects the world in which we do business, because it's the right thing and smart thing to do." (Corporatedow.com) (Doc.4) There is certainly a disconnect between the main workforce and the agency workers and we need to work together to drive change in this area to live up to Dow and Adecco's vision and values.

Deloitte (2021) explains the importance of organisations leading a shift from survive to thrive. Ways that can help organisations make this shift are:

- Giving workers choice and control over what learning experiences to peruse and work they do which will increase their engagement and motivation and in turn organisational performance.
- Creating an environment where a team can perform its best and unleash collective capabilities whilst supporting each other.
- Embedding well being into work design so employees can experience well being whilst working not just when they are away from it. Helping employees get a better quality of life can motivate them to give their best when working.
- Organisation Insights into what work is being done and how people are doing it can help organizations craft new ways of working that bring out the latent potential in every worker.
- Organisational culture - Shifting HR's role from standardising and enforcing workforce policies to a new responsibility of re-architecting work across the organisation.

Historical leadership has been about setting direction and ensuring compliance, Covid19 has changed this and now effective leadership has shifted to preparing for the unpredictable by coaching, teaming, and fostering workers' ability to learn and adapt.

I will now go on to assess the factors that could impact on the further development of coaching and mentoring, such as the hierarchical structure at Dow, which is flat, with employees reporting into line managers who then report into HR and other senior managers. This will allow coaching and mentoring implementation and changes to be decided relatively quickly however line managers have broader roles and are responsible for a large number of employees giving them a high workload, therefore we will need to consider resources available, and whether options such as external coaches would be more suited. Organisational culture needs to be considered as it is currently relatively low trust with leadership disseminated top down. The current Covid19 pandemic means all non-site essential staff working from home, the coaching and mentoring programs implemented need to be accessible by all. Indirect and direct costs need to be considered, Dow would like to keep costs for agency workers as low as possible and therefore there isn't a large budget for coaching and mentoring. The landscape of the current workforce is another consideration on how we develop the coaching and mentoring. We have many employees due to retire, and have many millennials joining the workforce, old management practices do not suit them, they want coaches, to make a difference and for their job to be their life (Gallup, 2019)

Based on the information gathered above I believe coaching and mentoring needs to be further developed for Adecco employees at Dow, as a manufacturing organisation Dow are continually driving efficiencies and coaching and mentoring can support this. Transforming organisational culture is imperative to improving our organisations future productivity. This begins with changing what CEOs believe, then what managers believe, then changing how those managers develop every team member. Clifton & Harter (2019). For this I recommend Executive coaching. This professional partnership of challenge and support could contribute to bringing changes in the gap between permanent and agency employees to enhance work partnerships and work together on the common goal. According to the World Economic Forum (2019) The employee experience is an important metric in building long term success, and an employee's sense of purpose and belonging has a big part to play in this. To increase the agency workers sense of purpose and belonging in line with permanent employees it is essential for Adecco and Dow to shift to a culture of lifelong learning, to do this leaders, such as the CEO and line managers should display behaviours that highlight the importance of learning, intellectual curiosity, and taking responsibility for one's own learning journey. Executive coaching can help develop this.

With many employees retiring over the next few years, we need to succession plan and consider how we retain internal expertise, mentoring is key to this by getting experienced colleagues to share greater knowledge to support the development of inexperienced staff members. Employees can be matched via a formal program or self-select who they want to be paired with over the course of a set time period for

individual skill building. Development and career monitoring would also be beneficial, with managers monitoring the agency workers as they progress in their careers. (Daily advisor, 2018)

I also recommend reverse mentoring, as our older employees often rely on younger employees to input the production data. It would be better for these younger employees to mentor the older employees to help understand and use the technology themselves.

As there are a large amount of employees within the production area, group coaching would enable them to learn from each other on things such as leadership or career development and team building. (Institute of Organisation Development, 2016) This can also work out cheaper.

Costs need to be kept low as the company do not have a large budget for Coaching and Mentoring, external coach can be brought in for Executive coaching to make changes from the top down. Other coaching and mentoring can be done in house by current employees, this needs to be ingrained to make it part of their current roles.

I recommend implementing the GROW model to structure a coaching session to ensure it goes beyond simply providing feedback (Landsberg,2015). This model involves defining and agreeing the goal or outcome to be achieved, examining the current reality, exploring the options and gaining commitment to specific actions.

We need to look at how we evaluate our coaching and mentoring practices once they are implemented. Dr Rosemary Hanrahan (2018) recommends 1)identifying success criteria. 2) choosing evaluation methods such as surveys, performance metrics, assessments or reports. 3) Determining Measuring Points such as coach and client deciding in advance and measuring important variables at the start and at the finish and looking at the difference. Some impacts of coaching or mentoring may surface later so checking in many months or more after the engagement can also be useful. 4) Communicating the results. 5) Assessing the evaluation process, is it relevant, realistic, valid, are there any gaps?

## **Evidence for LO1**

### **Doc1.**

Notes from observation of trainee production operator being coached by line manager in production area – 21<sup>st</sup> May 2021

- Line manager demonstrates how this part of the production line works to trainee operator
- Tells operator how it is done
- Tells operator this is the best way to do it to gain best output
- Asks operator to do what he has just done to show him he has understood.

### **Doc.2**

Meeting notes taken 25.05.2021

Adecco HR and Dow L&D, HR.

Barriers to coaching and mentoring within Dow for Adecco employees:

- The culture of the organisation – the feeling that permanent employees are superior to agency workers and therefore worthy of coaching and mentoring.
- Lack of time and resources. The agency workers are there to 'plug the gap' and ensure manufacturing orders are met, and therefore there is no time to invest in their coaching or mentoring. Despite the fact that most agency employees are made permanent and are therefore the future of the business.
- Not seen as a priority for the business – as above, the priority is getting the orders out.
- Disconnect between agency workers and main workforce.
- Cost – Use agency workers to keep costs low and coaching and mentoring would cost money.

We discussed how we could overcome these barriers, and that 71% of Fortune 500 companies have coaching and mentoring programs for their employees. Not only is it widely implemented, but the benefits of mentoring make it a solid and worthwhile investment. (Insala, 2019) Coaching and mentoring programs can also increase sales, enhance performance and sustain growth within organisations (Eckstrom & Wirth, 2019)

We agreed with proceeding to allow Adecco to provide recommendations for coaching and mentoring at Dow.

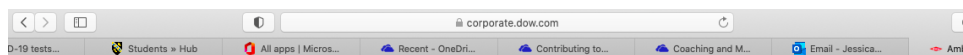
### Doc3.

**It is our ambition to set the standard as a world-class employer, investing in people and creating an environment which enables and empowers everyone to succeed.**

We are honoured to be voted among the top 25 global companies to work, for five years in a row, in the Great Place to Work® ranking.

Thinking about joining the Adecco Group? →

### Doc.4



## Pillars of our Ambition

### Innovative

Alongside our customers, we create the materials and solutions that transform our world.

### Customer-Centric

We aim to be easy, enjoyable and effective to do business with through all our digital and personal interactions.

### Inclusive

We champion a fully inclusive workforce that reflects the world in which we do business, because it's the right thing and smart thing to do.

### Sustainable

In everything we do, we strive for positive impact on society and the planet.

## References for LO1

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Institute for Employment studies (2013) *IES Research Network project report: Impact of coaching: An empirical longitudinal study into coachee well-being, engagement and job satisfaction following a coaching programme at work*. Written for IES by Hicks B, Carter A, Sinclair A.

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Ted x (2018) *Leaders who coach are creating better workplaces, and so can you*. Saba ImruMathieu. Accessed 22.04.2021 via Leaders who coach are creating better workplaces, and so can you. | Saba Imru-Mathieu | TEDx Lausanne

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World Economic Forum (2019) *HR4.0: Shaping People Strategies in the Fourth Industrial Revolution*. World Economic Forum.

Zeus & Skiffington (2000) *The complete guide to coaching at work*. Australia: McGraw-Hill Education

## **LO2 – Be able to support the implementation of coaching and/or mentoring programmes within an organisation.**

An intervention is needed to change the current lack of coaching and mentoring for agency workers at Dow Silicones. To begin this process, I arranged a meeting with stakeholders to discuss the above information from Deloitte's article "From survive to thrive" and provided information on the benefits of implementing coaching and mentoring for agency workers (Doc.5) I selected who would be appropriate to deliver this information to by using our internal salesforce system to pull a spreadsheet of the line managers who manage Adecco's agency workers at Dow along with Dow HR Manager, Dow L&D Manager, and my line Manager (Doc.6) I sent a meeting notice via calendar (Doc.7) The attendees were in agreement with the need to implement coaching and mentoring for agency workers and we agreed I would set up a number of meetings and write a PowerPoint presentation to present to the agency employees to raise awareness of coaching and mentoring and to summarise what coaching and mentoring was, examples of types, and the benefits. I plan to show this presentation and notes to those entering the process, to refresh them on these points and have included slides on coaching and mentoring agreements/contracts, what the role of the coach is, and what the role of the coachee is. (Doc.8) 4 separate meetings were set up to ensure each shift could attend. At the end of this meeting I asked participants to consider whether they would like to volunteer to improve their coaching and mentoring skills and that we received 10 volunteers.

I held a further meeting with HR and L&D to discuss steps for building an internal coaching program, based on an Article by Forbes (2017) which we reviewed during the meeting (Doc.10) It stated the five steps needed are 1) Align with management, conduct needs assessments and learn about priorities. 2) Craft a plan which includes demonstrated value and strategic alignment, goals, strategic alignment, decide how you will measure success. 3) Prepare to launch, think about announcements. 4) Coaching, finalise documents and scheduling. 5) Measure success and gather feedback.

I also watched "How HR can help coach managers" by HR Party of One (2020) on UTube which detailed how HR can help coach managers (Doc 11) and made some notes with recommendations such as reading and recommending line managers read: Coaching for Improved Work Performance by Ferdinand Fournies. Arrange 1-1 meetings to give constructive and regular feedback, putting coaching at the forefront of the relationships between employees and managers. Confirm each manager is conducting 1-1 meetings with employees. (Doc.12).

I organised and conducted a 1-hour training session with the 10 volunteers from the presentation. We read and discussed David Clutterbuck (2012) How to make the most of the mentoring relationship. (Doc.13) and discussed and role played the Grow model (mindtools.com) and used a template (sampletemplates.com) (Doc.14) We discussed the skills, knowledge and behaviours needed by coach / mentors (UKcoachingorg,2019) (Doc.14) and read the top 10 qualities you need to be a coach (UKcoachingorg,2020) which are communication, questioning skills, self

reflection, knowledge, organisation, enthusiasm, sense of humour, creativity, active listening and emotional intelligence. At the end of the session I collected feedback via mentimeter.com, where those that attended were able to submit an answer to “how did you find today's training session” feedback was good (Doc.17)

During and after implementation of coaching and mentoring, we need to ensure we evaluate the effectiveness of it to check what works and what impact it is making, and so I read “How to evaluate the performance of coaching” (Coachmastersacademy,2021) (Doc.15) which states that coaching effectiveness is measurable through enhanced skill and performance and impact needs to be evaluated over time but that due to the nature of coaching and every coachee being different. there is no set of comprehensive criteria that can be established. It therefore suggests evaluating considering impact, benefit, efficiency, effectiveness, relevance and sustainability.

The next steps following the above are to bring in an external coach for executive coaching to transform organisational culture, to create a succession plan for the employees retiring over the next few years to ensure we retain internal expertise by getting them to mentor the less experienced employees. To implement reverse mentoring for younger employees more experienced and confident in technology to share knowledge with older employees. To train line managers on how to coach employees effectively and implement the grow model. Finally, we need to evaluate our coaching and mentoring practices to ensure they are working and what impact they are making. We need to further develop the 10 volunteers we provided some training to and for them to begin putting their training to use. To evidence that I have completed the above I have provided email confirmation from my line manager Vicky Cole (Doc.16)

## **Doc.5**

Meeting Notes from meeting with stakeholders at Dow 22<sup>nd</sup> May 2020 to present information on the benefits of coaching and mentoring

- Both aim for the individual to improve his or her performance, productivity and can shorten the learning curve (Zeus & Skiffington, 2000)
- They facilitate the exploration of needs, motivations, desires, skills and thought process to assist individuals in making real long-lasting change by supporting in setting appropriate goals and methods of assessing these.
- Many employers use these one-to-one conversations to enhance the skills, knowledge and performance of their people around specific skills and goals. (CIPD, 2020)
- Clifton & Harter (2019) describe the line manager as the single most important factor for determining high performing teams and it states the best line managers use a coaching approach by using questioning techniques and this consistently yields better results, better team relationships and unlocks potential within the workforce.
- Benefits of line managers coaching include a more committed better performing team, better work relationships, open communication and generation of ideas and creativity.
- Employees become more engaged, motivated, productive and creative. It can create a positive company culture, it promotes learning nurturing and growth, creating teams of people who feel satisfied and happy at work. It helps create diversity in leadership by ensuring minority representation and is a low-cost way for senior employees to share knowledge of the industry and organisation to less experienced staff.
- Can also support with recruitment, making the organisation more attractive to an applicant if they have a coaching and mentoring program, particularly for millennials who are attracted to work perks (Guider, 2019)
- Can also increase sales, enhance performance and sustain growth within organisations (Eckstrom & Wirth, 2019) A study by Bristol and West building society in 2003 found that employee groups who received training plus coaching sales increased by 27 per cent. (Institute for employment studies, 2006)

Benefits to the ~~Coachee~~ and Mentee include:

- Increase in wellbeing. IES (2013) reported employees feeling better equipped to handle whatever comes their way, be more aware of solutions to troubles and be able to solve difficult problems if they tried hard enough after a period of coaching.
- Increase in confidence. Examples from Guider (2019) include the ability to share ideas in meetings, higher self-awareness from self-analysis, exposure to new ways of thinking or problem-solving encouraging innovation,
- Career development. Possibilities of promotion, job satisfaction and building of personal networks.
- Mental Health benefits such as supporting isolation, increasing self-confidence and lowering anxiety. A Ted x talk by Saba ~~Imru~~-Mathieu (2018) reported employees feeling more energy, motivation, and that their company culture inspires them and is becoming a way of being.

Benefits to the Coach and Mentor include:

- Time back. 10 minutes coaching averages 20 minutes back for yourself. (Landsberg,2015)
- Promoting better customer relations. Improving interpersonal skills can make a stronger organisation (Landsberg 2015)
- Increased wellbeing. A study by IES (2013) found it increased wellbeing of coaches, improving their ability to deal with problems well, cope with the unexpected and to feel closer to people, feel relaxed, useful and to think clearly.
- Increase in job satisfaction. The study above also found an increase in job satisfaction, stating it helped them develop new work skills, and deal efficiently with unexpected events. Guider (2019) found those who mentor consider their job more meaningful and therefore experience higher job satisfaction and fulfilment.
- Increase in confidence. Their mentee's success reaffirms their abilities (Guider, 2019)
- Leaders who use coaching skills end up naturally respecting peoples fundamental needs (Ted x, 2018)

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|                                                 | A                | B                           | C | D | E |
| 1                                               | <b>Name</b>      | <b>Job Title</b>            |   |   |   |
| 2                                               | Dominic Rees     | Line Manager                |   |   |   |
| 3                                               | James Jenkins    | Line Manager                |   |   |   |
| 4                                               | Gary Jones       | Line Manager                |   |   |   |
| 5                                               | Rachel Morath    | Line Manager                |   |   |   |
| 6                                               | David Davey      | Line Manager                |   |   |   |
| 7                                               | John Davies      | Line Manager                |   |   |   |
| 8                                               | Lewis Jones      | Line Manager                |   |   |   |
| 9                                               | Nadine Lauren    | Line Manager                |   |   |   |
| 10                                              | Gemma Lewis      | HR Manager                  |   |   |   |
| 11                                              | Daniel Gallagher | L&D Manager                 |   |   |   |
| 12                                              | Vicky Cole       | Adecco UK Account Director. |   |   |   |
| 13                                              |                  |                             |   |   |   |
| 14                                              |                  |                             |   |   |   |
| 15                                              |                  |                             |   |   |   |

Doc.7

## 4 June 2021

Friday

|         |                                     |
|---------|-------------------------------------|
| all-day | School holidays                     |
| 08:00   |                                     |
| 09:00   | Benefits of Coachaing and Mentoring |
| 10:00   |                                     |
| 11:00   |                                     |
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Today

Benefits of Coachaing and Mentoring

Add Location

Friday 4 Jun 09:00 to 10:00

Dominic Rees; Jamie Jenkins and 9 others.

Teams

Add URL or Attachments

Doc.8

# Coaching and Mentoring

What is coaching and mentoring and what are the benefits?

## Coaching

- is *“a process by which the coach, through direct discussion and guided activity, helps an individual to solve a problem, or do a task better than would otherwise have been the case”*. (Clutterbuck et al, 2016)
- The process usually lasts for a defined short period of time
- Has both organisational and individual goals,
- May include personal factors but the emphasis is on performance at work and is task based.

## Mentoring

- is *“Off-line help by one person to another in making significant transitions in knowledge, work or thinking.”* (Clutterbuck et al, 2016)
- It is long term, more relationship based whereby typically an experienced colleague shares greater knowledge to support the development of an inexperienced member of staff. It
- Is directive and development driven to develop the person not only for the current job but for future.

- Both aim for the individual to improve his or her performance, productivity and can shorten the learning curve (Zeus & Skiffington, 2000)
- They facilitate the exploration of needs, motivations, desires, skills and thought process to assist individuals in making real long-lasting change by supporting in setting appropriate goals and methods of assessing these.
- Employees become more engaged, motivated, productive and creative. It can create a positive company culture, it promotes learning nurturing and growth, creating teams of people who feel satisfied and happy at work. It helps create diversity in leadership by ensuring minority representation and is a low-cost way for senior employees to share knowledge of the industry and organisation to less experienced staff.

## Types of Coaching and Mentoring

- Group coaching - individuals can learn from each other on things such as leadership / career development / team building. (Institute of Organisation Development, 2016)
- Executive coaching. Partnership of challenge and support to help the individual understand how they take up their role in a more effective way to improve the executive's leadership skills, assess current effectiveness in the leadership role and build on strengths as well as learn how to manage or change weaknesses. (Cox et al, 2018).
- Life Coaching - where coaches and mentors operate highly supportive and motivating roles to those who want to make changes within their lives.

## Benefits to the Coachee and Mentee:

- Increase in wellbeing. IES (2013) reported employees feeling better equipped to handle whatever comes their way, be more aware of solutions to troubles and be able to solve difficult problems if they tried hard enough after a period of coaching.
- Increase in confidence.
- Career development. Possibilities of promotion, job satisfaction and building of personal networks.
- Mental Health benefits such as supporting isolation, increasing self-confidence and lowering anxiety. A Ted x talk by Saba Imru-Mathieu (2018) reported employees feeling more energy, motivation, and that their company culture inspires them and is becoming a way of being.

## Benefits to the Coach and Mentor

- Time back. 10 minutes coaching averages 20 minutes back for yourself. (Landsberg, 2015)
- Promoting better customer relations. Improving interpersonal skills can make a stronger organisation (Landsberg 2015)
- Increased wellbeing. A study by IES (2013) found it increased wellbeing of coaches, improving their ability to deal with problems well, cope with the unexpected and to feel closer to people, feel relaxed, useful and to think clearly.
- Increase in job satisfaction. Guider (2019) found those who mentor consider their job more meaningful and therefore experience higher job satisfaction and fulfilment.
- Increase in confidence. Their mentee's success reaffirms their abilities (Guider, 2019)
- Leaders who use coaching skills end up naturally respecting people's fundamental needs (Ted x, 2018)

## The coaches role is...

- Keep discussions focused on a clear goal. Work with the individual to identify the goal.
- Encourage new ways of thinking, exploring lots of different possibilities.
- Provide feedback which is constructive. Ask relevant questions and really listen to the responses.

(Engage Learning, 2019)

## The coachee's role is...

- Participate in the process and provide ideas and look at ways goals can be attained.
- Decide which actions need to be taken to achieve those goals.
- Provide regular reports and feedback throughout the process.

(Engage Learning, 2019)

## Thoughts on coaching and mentoring?

Has anyone experienced coaching and mentoring previously?

Doc.10

Aug 30, 2017, 07:00am EDT

# Building An Internal Coaching Program: A Five-Step Blueprint For Success



**Forbes Coaches Council** COUNCIL POST | Membership (fee-based)  
Leadership

POST WRITTEN BY

**Lizbeth Czepiel**

Executive coach & leadership development consultant  
at [www.lizbethczepiel.com](http://www.lizbethczepiel.com).



There are numerous benefits that come with being an internal coach, from understanding the culture and talent development needs across the organization to having the benefit of focusing 100% of your coaching time on your client: your organization. There are also difficulties in taking on this role, including navigating relationships and demonstrating value. These risks are multiplied if you are tasked with initiating the inaugural coaching program for your organization.

PROMOTED

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Setting the program, and yourself, up for success begins in the planning stages and continues long after the launch. Begin this process by leveraging your knowledge base and expertise as an internal employee. Keep a coach’s wildly curious mind and an agile approach to the initiative, knowing that continuous improvement can, and should, be an objective for your program.

Let's begin. This blueprint highlights five critical phases in the process of building your internal coaching program:

### **Aligning With Management**

Whether you're coaching managers, their direct reports, or both, it's critical that the entire management team is on board so they understand the value you're creating. As a coach, it's important to understand where your company is headed strategically and how your program can support these efforts.

Arrange time to meet with senior leaders to conduct a needs assessment. Inquire about pain points and coaching needs across management levels and departments. Learn about priorities so you can focus your coaching efforts. Rather than a peanut butter approach, a targeted rollout may be better -- both for you and the business.

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[Forbes Coaches Council](#) is an invitation-only community for leading business and career coaches. ***Do I qualify?***

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### **Crafting A Plan**

Organize your thoughts based on the needs of the organization and your coaching approach. Your program plan should highlight:

- *Demonstrated Value And Strategic Alignment:* What value will the coaching program bring to the organization and the individuals involved? How does it align with the organization's strategy?

- *Goals:* What are the main objectives and overall goals of the program? What are the goals for each internal client and how will they be defined?

- *Timeline:* When will the program be launched? Will there be a pilot or a series of iterations?

- *Audience:* Who is the audience: managers, directors or individual contributors? Is the program spanning the entire organization or specific to one team or department?

- *Measures Of Success:* How will you measure success and gather feedback?

### **Preparing To Launch**

- *The Announcement:* How do you want to announce the program? Who should the communication come from? How can you speak to the business case to build buy-in?

- *Other Coaches:* Are other coaches involved in the program? If so, what training and preparation is required?

- *Documents:* What documents do you need to build for the program? Will you be working on development planning, group dynamics or performance improvement? The more consistency and documentation you can develop, the easier it will be to track progress.

### **Coaching**

- *Scheduling:* When it comes to your coaching sessions, determine the best options for scheduling. As an internal coach, it's likely that coaching is one component of your job, and you'll now be juggling existing responsibilities with your new program. To be 100% available to your clients, do you need to offer open office hours or book set times with each client so you can be completely available?

- *Designing An Alliance:* This is critical to your coaching work. Your role as a coach is to create a safe environment for your clients. It may be difficult for individuals to be transparent and vulnerable in their place of work. What do you need to design to support their growth? What additional agreements do you need to add to your alliance if you are coaching your peers?

- *Confidentiality Agreements:* Confidentiality is part of designing the alliance, but in the case of working in organizations, this agreement needs to be made with the client

### **Measuring Success And Gathering Feedback**

After the program roll-out, measure success and collect feedback as outlined in your program plan. Make improvements to create an even more powerful coaching experience for your organization. Then, celebrate what an amazing program you've created.



## Doc.12

Notes made from How HR can help coach managers by HR Party of One (2020) on Utube

- Reading and recommending line managers read: Coaching for Improved Work Performance by Ferdinand Fournies.
- Arrange 1-1 meetings to give constructive and regular feedback, putting coaching at the forefront of the relationships between employees and managers.
- Confirm each manager is conducting 1-1 meetings with employees.

## Doc.13



## How to make the most of the mentoring relationship

Posted on April 12, 2012 by admin

Mentoring relationships that deliver most value for both mentor and mentee are characterised by a number of behaviours:

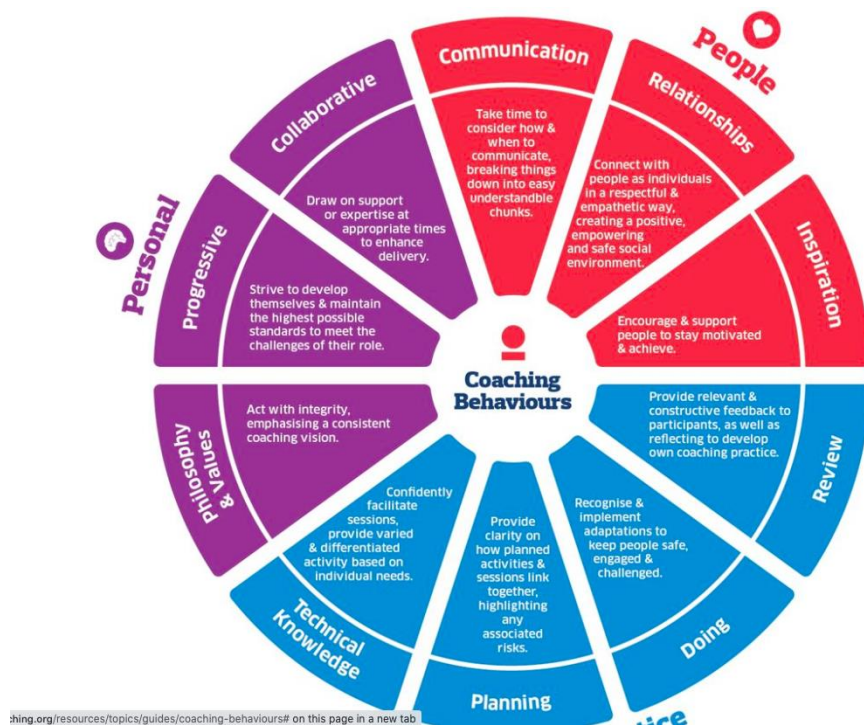
- Openness – both parties are able to speak openly and without fear of feeling embarrassed
- Purposefulness – there is a clear sense of direction, although not necessarily very specific goals
- Challenge – they are prepared to question the accuracy and logic of what each other says
- Emotional engagement – they communicate on both rational and emotional levels; both are willing to share and explore emotional dimensions of issues raised
- They respect each other's time – in particular by ring-fencing mentoring sessions in their diaries
- They view the mentoring relationship as much wider than the formal meetings – to include ad hoc interactions
- They spend adequate time preparing before each mentoring session and in reflection afterwards
- They have a "bias to action" – it's not just a talking shop; the mentee commits to actions and follows through on them
- They combine being serious with being enjoyable – the conversations are often both stimulating and fun, even though the topic itself may be serious.

Doc.14

### GROW Coaching Model Worksheet

|                                                                                                                                             |  |
|---------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Goal</b><br>What do you want to accomplish?<br>How will you know when it is achieved?                                                    |  |
| <b>Reality</b><br>What's happening now in terms of the goal?<br>How far am I away from the goal?                                            |  |
| <b>Obstacles</b><br>What is standing in the way –<br>Me?<br>Other people?<br>Lack of skills, knowledge, expertise?<br>Physical environment? |  |
| <b>Options</b><br>What options do I have to resolve the issues or obstacles?                                                                |  |
| <b>Way Forward/Will</b><br>Which option will I commit to?                                                                                   |  |

Doc.14



## Doc.15

### Evaluating the Performance of Coaching Serving

Evaluation is a way to measure the estimated changes and impact of your coaching over time. Evaluation is vital to define if your coaching is on track to meet the client's preferred outcome, to comprehend "what works" and to find if the coaching is meeting the predictable changes and impacts.

A good coach believes to help the client attain set goals and outcomes through the coaching technique. But every client is distinct and it's in the nature of coaching that dissimilar clients get dissimilar things out of our service. This has a big impact on evaluation, in that no set of comprehensive criteria for results can be established. This fact means that the combination of monitoring **Performance of Coaching Service** and evaluation work as a powerful tool for offering high-quality coaching.

### Some key points should be considered while considering

#### Impact

How significant was the change in the achievement of the overall goal?

#### Benefit

How does the coaching impact comparing with the desires and wants of the client?

#### Efficiency

How are the sessions and inputs changed into actions and results?

#### Effectiveness

How far are the single steps taken paying to achieve the desired results?

#### Relevance

How are the results in line with the wants, implications, and ambitions of the client?

#### Sustainability

To what extent can the optimistic changes be expected to last after the coaching has been ended? Does follow-up training make sense?

## Doc.16

**From:** Jessica Rees-Evans <Jessicareesevans@adecco.co.uk>  
**Sent:** 10 May 2021 14:09  
**To:** Vicky Cole <Vicky.Cole@adecco.co.uk>;

Hi Vicky

As part of my evidence for my contributing to coaching and mentoring assignment I would like some feedback on the following actions:

- From my discussions Dow have now recognised that coaching and mentoring are beneficial and can be implemented for agency employees
- We have identified the coaching and mentoring methods that would be most beneficial
- We have begun training sessions for those that have volunteered to become coaches
- We have a plan in place to implement executive coaching, reverse mentoring, coaching, the grow model and to evaluate coaching and mentoring as we go along.

Many Thanks  
Jess

**Jessica Rees-Evans**

**Contract Manager , Adecco Solutions UK & Ireland**

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**From:** Vicky Cole <Vicky.Cole@adecco.co.uk>  
**Subject:** RE: Contributing to coaching and mentoring  
**Date:** 11 May 2021 at 14:48:38 BST  
**To:** Jessica Rees-Evans <jessicareesevans@adecco.co.uk> ,

Hi Jess

The below task has been highly beneficial in improving our employee and client experience, and in the long term will improve performance and many other factors.

Please let me know if you would like any further support with it.

Great work!  
Vicky

Kind regards

Vicky

**Vicky Cole**

**Account Director – Adecco Workforce Solutions UK & Ireland**

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Doc.17

Go to [www.menti.com](https://www.menti.com) and use the code 73 00 64

## How did you find today's training session?

|                                 |              |             |
|---------------------------------|--------------|-------------|
| Really interesting!             | Informative  | Great!      |
| Can't wait to put into practice | Interesting! | Enjoyable   |
| Looking forward to starting     | Interesting  | Informative |
|                                 |              |             |

Press S to show image



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