



Coaching and Mentoring within an Organisational Context

Coaching and Mentoring skills for the Workplace

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Executive Summary

Coaching and mentoring programmes help companies realise the various benefits of creating skilled line managers. These strategies promote the personal and professional benefits of employees while also providing the tools necessary to execute coaching programmes. Coaching and mentoring are two types of learning tools, but this research aims to show how they may be used in the workplace, as well as to provide real-world examples of their effectiveness and ways that companies can enhance their own plans for developing their employees' potential.

Introduction

As a result, the purpose of this report is to critically evaluate and highlight the importance of coaching, mentoring, and other learning interventions within an organisation, to consider both tangible and intangible benefits of these interventions, as well as Line Managers' beliefs and attributes, to identify different workplace changes, to conclude the report with a personal reflection based on various Theories, Frameworks, and frameworks.

The study's objectives are to provide an overview of coaching and mentoring throughout the organisation, identify key features and models for coaching and mentoring line managers, and assess the impact on the organisation and changes in the workforce.

Main Findings

Coaching

A coach's job is to help the other person become more aware of "what is really going on"; guide them to accept responsibility for the activities they will take to attain their personal goals; and assist them in evaluating the repercussions of their actions. " (Gyllensten and Palmer, 2005)

“Workplace coaching is the way of obtaining individuals with the tools, knowledge, and opportunities necessary to fully develop in order to be effective in their dedication to themselves, their company, and their work.” (Why Workplace Coaching and Why Now? — Integral, 2020)

Many sectors, including training, adult learning, consulting, change management, the human potential movement and psychology and systems science have come together to create coaching. Each of these disciplines employs a unique coaching model and method. Only that "coaching works," and that more should be done, is agreed upon by the various schools of thought. Because of this, there is no commonly acknowledged theoretical framework that explains why and how it is useful. (Harris, 1995)

Mentoring

(Ahern,2003) has defined mentoring as to make a difference, the ability to produce outcomes through people, if necessary a customised growth plan, which matches the individual and the mentor in

Mentoring is a long-term process that focuses on the development of the mentee, but there are some variations between the two. In this case, a coach acts as an active but neutral role model, encouraging coaches to go within themselves for the resources they need to solve their own problems, as previously indicated.

(Foster-Turner, 2006)

Mentoring - Mentoring is an ongoing, relationship-based activity focused on a variety of specific but broad goals. It is not necessary for this to be a formal process. Mentoring is a process in which a facilitator works with an individual or a group of people over an extended period of time. The agenda is fluid and will continue to evolve over time. Mentoring is to develop wisdom - the capacity to apply acquired abilities, knowledge, and experience to novel situations and processes. (AM, 2008)

Process of Coaching and Mentoring

If an organisation's employees need long-term coaching activities like training and development to improve their personal and professional skills, the project will likely last a long time. On the other hand, if the organisation has deployed new employees, the process of coaching and mentoring is less dependent on the situation in which these activities are carried out or we can say that what are the demands for these activities. (Folkman, 2006)

The following are some of the most important aspects of a typical coaching or mentoring relationship.

Analysis

This phase is all about assessing what kind of coaching and mentoring activities the organisation needs, what kind of coaching and mentoring activities employees need and how management can

assist them in overcoming their problems and responsibilities in order to help their organisation achieve its goals. (Gaudine, 2004)

Problem Solution

This is the stage where everyone involved in the process can agree on performance goals and measure how much trust they have in their ability to improve performance. What are the targets and are all of the people involved in the process agreed on the targets and how to achieve these goals and targets? And of course, the targets must be measurable. (20-rock.com. 2018)

Resource exploration

This phase occurs after the organisation establishes coaching objectives and engages all stakeholders involved in the process. The management then assesses the available resources within the organisation to determine whether they will meet the organisation's needs and, if not, what external resources the organisation can utilise to accomplish the coaching and mentoring objectives. (Together Platform.com. 2021)

Implementing

People and teams involved in coaching and mentoring are now trying to put their plans into action during this phase of the process. It's important to ensure that everyone involved in the process learns from it during the implementation phase, since they will want to repeat the process in the future if they see progress in the areas they were hoping for. (Hyde and Wilson, 2004)

It is typically conducted one-on-one and serves a very specific goal. There is typically a structured programme with a considerably shorter length than mentoring, and hence the learning objectives are usually predetermined. (Shulam, 2013)

Mentoring and coaching can be utilised independently or in conjunction with one another.

Coaches traditionally focus on open questions, active listening, providing behavioural feedback, and reflecting back on what they've just heard, rather than directing their clients.

Mentoring has traditionally been perceived as a more directive or "pushing" type of role, in which the mentor tells, advises, or makes ideas. This distinction between mentors and coaches has been increasingly blurred over time, as mentors use a wide range of strategies to fit the specific objectives of the client and the organisation. Moving away from the directive approach of a senior colleague "telling it how it is" to one in which both participants learn from one another is a key component in mentoring relationships. An effective mentoring relationship provides both the mentor and the mentee with an opportunity to grow personally and professionally. (FP Training, 2021)

Similarities and the Differences between Coaching and Mentoring

Employees can benefit from being mentored and coached. In recent years, both have become increasingly popular, with many businesses employing them to help their employees improve their skills and expertise in specialised areas.

When it comes to helping people grow and develop, coaching and mentoring are both equally important. Both strategies allow individuals to take control of their own growth and it is crucial. (McCarthy, 2013)

An organisation may seek to adopt a company-wide mentoring programme to foster a culture of people-focused personal growth. However, you also want to offer coaching sessions to your managers

as a more specialised form of leadership development. Two-pronged coaching and mentoring is a powerful combination. (Ahern, 2003)

	Coaching	Mentoring
Purpose	Improve employee self-awareness, abilities, and management style in order to help the company achieve its goals.	Understanding cultural differences, explaining the politics of an organisation or profession, and providing ideas and inspiration regarding career possibilities are just some of the ways in which an employee might benefit from an on-the-job education.
Focus	In contrast, coaching focuses more on the employee's ability to succeed on the job.	When it comes to mentoring, it's not just about the employee's current role, but rather a comprehensive approach to career development. Possibility to facilitate introductions and the creation of new connections
Time frame	Regularly scheduled meetings over a predetermined length of time.	Month-to-month meetings are typical for six months to a year. It's possible for informal mentorships to extend for years on end.
Appropriate job levels	Managers at the executive and high-potential levels	First- and mid-level supervisors as well as high-potential new employees are encouraged to apply.
Types of situations	It shouldn't be used for remedial or personal reasons with current managers who are regarded to be capable of performing even better and achieving even more professionally.	Training for newly promoted persons who need to improve their leadership abilities, as well as for those who need to learn about the culture of the organisation and its procedures.
Agenda	By working together, both coach and coachee can establish a personalised coaching agenda.	The mentee sets the agenda for the mentoring relationship. That's what the mentor is on board with.
Outcome	A coaching agreement results in a defined and quantitative improvement or change in the intended	Over time, the results of a mentor-mentee relationship can be unpredictable. The mentee's overall development is more important than specific,

	performance area, which can be quantified.	measurable results or changes in behaviour.
Advantage	Over time, the results of a mentor-mentee relationship can be unpredictable. The mentee's overall development is more important than specific, measurable results or changes in behaviour.	Mentors benefit from being recognised as experts and role models and derive satisfaction from developing others, while the firm benefits from increased visibility and prospects for professional progression.
Disadvantages	Consistency and quality control, especially if there is no central oversight; cost	Mentors' time investment necessitates structure and oversight in order to produce the best results.

Cost, Time/Money and hiring external coaches directly incurs a direct cost: Investing in mentor training is a direct cost. Mentors' time is an indirect expense. (Hobson, 2013)

Tangible Benefits of coaching

Numerous tangible and intangible benefits of coaching contribute to these remarkable outcomes. The practical benefits include better productivity and performance, cost savings, revenue and sales growth, and increased employee retention and engagement.

(Hyde and Wilson, 2004)

Regardless of whether working with a single customer or a group of employees, it's essential to know where organisations want to make a difference in the workplace. It is possible that for some, this will have a real effect, such as a rise in employee retention, productivity, or profit. Those benefits may be more intangible, like better relationships, teamwork, or dispute resolution, for others. (Carroll, 2007) According to a study published in The Manchester Review, 100 executives from Fortune 1000 businesses were asked to rate the frequency with which executive coaching had a positive impact on their organisations' bottom lines. (20-rock.com, 2018)

The 'intangible' benefits are what drive the 'tangible' outcomes. Individual productivity increases as a result of a strengthened relationship with a leader. Increased team creativity and problem-solving abilities improve the quality of an existing product. (Hobson, 2013)

Figure 1: Manchester Review 2001

Tangible and Intangible Benefits to an organisation

- Increased profits
- Increased consumer traffic
- Increase in new account registrations
- Productivity enhancements
- Increased service quality
- Increased product quality
- Customer complaints decreased
- Employee discontent is reduced

- Costs of production reduced
- Reduced staff turnover
- Absenteeism decreased
- Increased collaboration
- Employee engagement is increased.
- Decreased turnover
- Reduced workplace conflict
- Enhances leadership

(Foster-Turner, 2006)

Counselling and Training

Clutterbuck's Four styles Of Helping Framework

It has been argued that the Clutterbuck Framework has a significant impact on mentoring and coaching, and that Line Managers should use these learning interventions in the same conversations and take a directive role when necessary, as Clutterbuck suggested was essential for Line Managers to recognise the changes that occur in various contexts (McCarthy, 2013).

Coaching and Mentoring, as well as Counselling and Training, all have an important goal to help the client's personal development, but Coaching is often confused with Training, which refers to transferring knowledge, based on a hierarchical, structural, formal system, where the timeline is short and strictly defined. (Clutterbuck, 1998) asserts that training and coaching are both skill-oriented, but the difference between the two is that training uses various tools to help the trainee perform a task or a process, whereas coaching challenges the coach to come up with their own solutions to overcome their blots on the way to the desired outcome. (Eby, Rhodes and Allen, 2007)

Mentoring and Counselling (Cromwell, 2004) are sometimes mistaken terms. Mentoring is more of a long-term relationship built on trust in order to gather wisdom and improve an individual's performance. Mentoring, like Coaching and Training, is goal-oriented. Counselling, on the other hand, has some distinctions. The primary distinction in how these learning interventions work with mentees is that they employ the methods and mechanisms that have previously worked for the mentor; the mentee will model the mentor's actions and behaviours in order to achieve similar outcomes.

Counselling is therefore post-emotional in nature; it focuses on identifying what is wrong in order to heal or recover. In most cases, counselling is a process based on introspection (Cox, 2004).

International Coach Federation Report (2019) found that long-term coaching and mentoring has a significant impact on the Organisation in terms of productivity or profitability as well as intangibles such as the relationship between employees and stakeholders, teamwork, and conflict resolution among other things. Employees are more enthusiastic and motivated when they work with their supervisors and mentors as a team, and this produces a sense of clarity and support for them. Line managers and mentors both play an important role in the process, which intangibly improves communication, relationships, and teamwork, and on the other hand, increases productivity and employability through enhanced productivity (McGovern, 2019).

Task 2

Line Manager

Clutterbuck (2004) stated that the primary responsibility of Line Managers is to support the development of their employees, and that coaching and mentoring are essential tools in this process. (J., 2007) The role of the Line Manager as a leader, coach, and mentor is to motivate the employees to achieve their highest performance and maximise their potential. (J., 2007) Coaching and Mentoring is an essential skill for line managers, and the line manager's coaching function is to recognise the issue and to be devoted to mentoring individual people and the goals of the organisation (D., 2008).

Line manager coaching and mentoring has both advantages and disadvantages. Line managers have a deeper understanding of the organisational environment, technical and technological developments, and their own personal well-being and job satisfaction. Line managers are also in charge of adaptation and innovation, so having a Coach Line Manager on staff results in happier and more productive employees. (Scandura and Pellegrini, 2007)

Assessment of skills and behaviour

Sir John Whitmore says that in order to be an effective coach/mentor, a line manager needs to exhibit empathy, listen, give feedback, and be committed to the company's success. The coach's ability to show empathy towards the coach's feelings provides a strong support system, coaching employees with empathy works on a deep emotional level to analyse the root difficulties, feelings, such as anxiety or discomfort, or any family issues that can affect the employee's performance. (Eby, Rhodes and Allen, 2007)

When it comes to coaching, it's critical that coaches have the opportunity for self-reflection; and self-expression. The capacity to understand and encourage people will strengthen the line manager's role as a friend, colleague, and coach/mentor in a changing workplace (Riddle, 2006).

Task 3

Change Management and resilience

According to (Spencer, 2006) People who are resilient have developed other skills such as problem-solving, a can-do mindset, and the ability to work well under pressure. To increase their resilience, employees are encouraged to: break problems down into smaller pieces; build networks of support, including friends, coworkers, managers, and supervisors. (Larson, 2006) argues that management change is defined as the application of a process and goals for directing the people to the intended goal, a strategy systematically to deal with transition, these changes might be: new technology, change in leadership and culture of the company, crises. Coaching and mentoring employees can assist them deal with the changes that occur in their life attributes and talents, as well as their ability to adapt to change, according to (Bryant; 1995). This can also emphasise employee resilience.

Task 4

Personal Development Plan

As a Coach, my own performance For me, the best approach and technique was based on the "INSTANT PAY OFF MODEL," which helped me discover the starting point as well as coaches' visions and life ambitions, and then I was able to help them achieve their full potential, improve their skills, and recognise their own limitations and how to overcome them. As a result, I realised that in order to be effective as a coach, a number of skills are required, including compassion, empathy, and listening. Kolb also argues that there are four stages in the learning cycle that guide professional coaches to overcome the leaders' overreliance on their learning style, and to accede to the needs of their clients. As a result of the feedback I received from coaches, I've been able to enhance my capacity to identify concerns sooner, which I believe is a result of my upbringing and history, such as the ability to maintain eye contact and public speaking. To improve this feedback, I plan to take comforting courses in which I may learn more about my own sentiments and emotions. Coaches use a PDP to assess their clients' strengths and weaknesses in order to help them develop new abilities.

The framework can be found in the appendices.

Conclusion

At this point in the report, organisations have used coaching and mentoring programmes for many years to help develop and retain employees. However, because of the administrative costs of these programmes, only a small number of employees have had access to them. New tools and techniques are now being used more frequently in businesses, and line managers have more opportunities to hire talented employees, which benefits the overall productivity of the organisation. marily concerned with performance and skill development.

Appendix

Figure 1: Manchester Review 2001

Tangible Business Impacts	Frequency of Impacts Reported by Executives
Productivity	53%
Quality	48%
Organisational Strength	48%
Customer Service	39%
Reduced Complaints	34%
Own Retention	32%
Cost Reductions	23%
Bottom Line Profitability	22%
Top Line Revenue	14%
Reduced Turnover	12%

Figure 2: Personal Development Plan

Set Goals	Improving Coaching and Mentoring Skills
Prioritising Goals	Short Term - Questions Long Term- Courses to improve the coaching skills Internship in Organisations, coaching and mentoring employees University Training with University of South Wales
Deadline	Three years/ end of 2023
Threats and Opportunities	Possible Threats are; . persistent Covid situation . Strong Competition . Seasonality . Lack of motivation . Financial resources . Opportunities are working in established companies.
Develop	Planning and action plan
Support Network	.Lectures .University Business Wales program . family and colleagues .Financial Advisor
Measure Progress	.Assignments and exams .Feedback from University and Courses .Lectures Feedback .Employees

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