

Coaching & Mentoring Skills for the Workplace

Workshop 1

*Mentoring & Coaching
in the Workplace*

TSD60051106



Module aims & objectives

Aim: *To develop an understanding of the skills, principles and practice of effective management coaching and mentoring and the benefits they bring to the business*

- **Objectives** *at the end of this module the learner will*
 - Understand the purpose of coaching and mentoring within an organisational context.
 - Understand the skills, behaviours and attitudes, beliefs and values of an effective coach or mentor.
 - Understand the role of contracting and the process to effectively coach and mentor.
 - Understand the principles of effective coaching and mentoring in practice and how to evaluate benefits.



Assessment criteria

- AC 1.1 - Define what coaching and mentoring is within the context of an organisation and explain the similarities and differences between coaching and mentoring
- AC 1.2 - Identify potential individual, operational and organisational barriers to using coaching or mentoring and develop appropriate strategies for minimising or overcoming these
- AC 1.3 - Present the case for using coaching or mentoring to benefit individuals and organisation performance



Assessment criteria

- AC 2.1 - Critically explore the knowledge, skills, and behaviour of an effective coach or mentor
- AC 2.2 - Analyse why coaches or mentors require effective communication skills
- AC 2.3 - Review the responsibilities of the coach or mentor to manage relationships (including values and power) and remain ethical and non-judgemental



Assessment criteria

- AC 3.1 - Review a model or process which should be followed when formally coaching or mentoring
- AC 3.2 - Analyse the rationale for and the characteristics of effective contracting within coaching or mentoring
- AC 3.3 - Explain the necessity of exploring the expectations and boundaries of a coaching or
- AC 3.4 - Justify the rationale for supervision of coaches and mentors in practice



Differing focus



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COUNSELLING	COACHING	MENTORING
Process driven	Action and progress driven	Knowledge driven
Here and now or past focus	Future oriented	More long-term and takes a broader view of the person
Focus on problem	Focus on future goals	Focus is on career and personal development
Explores patterns of behaviour and causes in order to find understanding and solution	Focus on inner resources to develop new competencies	Empowers and motivates a person by imparting their own personal experience, knowledge

Is coaching & mentoring really the same thing?

	Coaching	Mentoring
Goals	To correct	To direct and support
Initiative	The coach	The mentee
Emphasis	Immediate situation	Long term
Roles	Heavy on the telling	Heavy on the listening



The Differences

Coaching

- is task oriented.
- is about developing an individual to use their gifts and talents
- its about asking questions rather than telling
- Its about being asked how well/badly they did than being told, being asked for opinions or solutions than being told

Mentoring

- is the process of gaining wisdom
- Its about tapping into the experience of, others

Task

What criteria would you choose to evaluate the effectiveness of a workplace coaching or mentoring intervention?



What is coaching?

- Coaching targets high performance and improvement at work and usually focuses on specific skills and goals, although it may also have an impact on an individual's personal attributes (such as social interaction or confidence). The process typically lasts for a relatively short period.

CIPD July 2011

What is mentoring?

Off line help from one person to another in making significant transitions in knowledge, work or thinking.

(Megginson and Clutterbuck, 1995)

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What is mentoring?

- Traditionally, mentoring in the workplace has tended to describe a relationship in which a more experienced colleague uses his or her greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff. (CIPD July 2011)



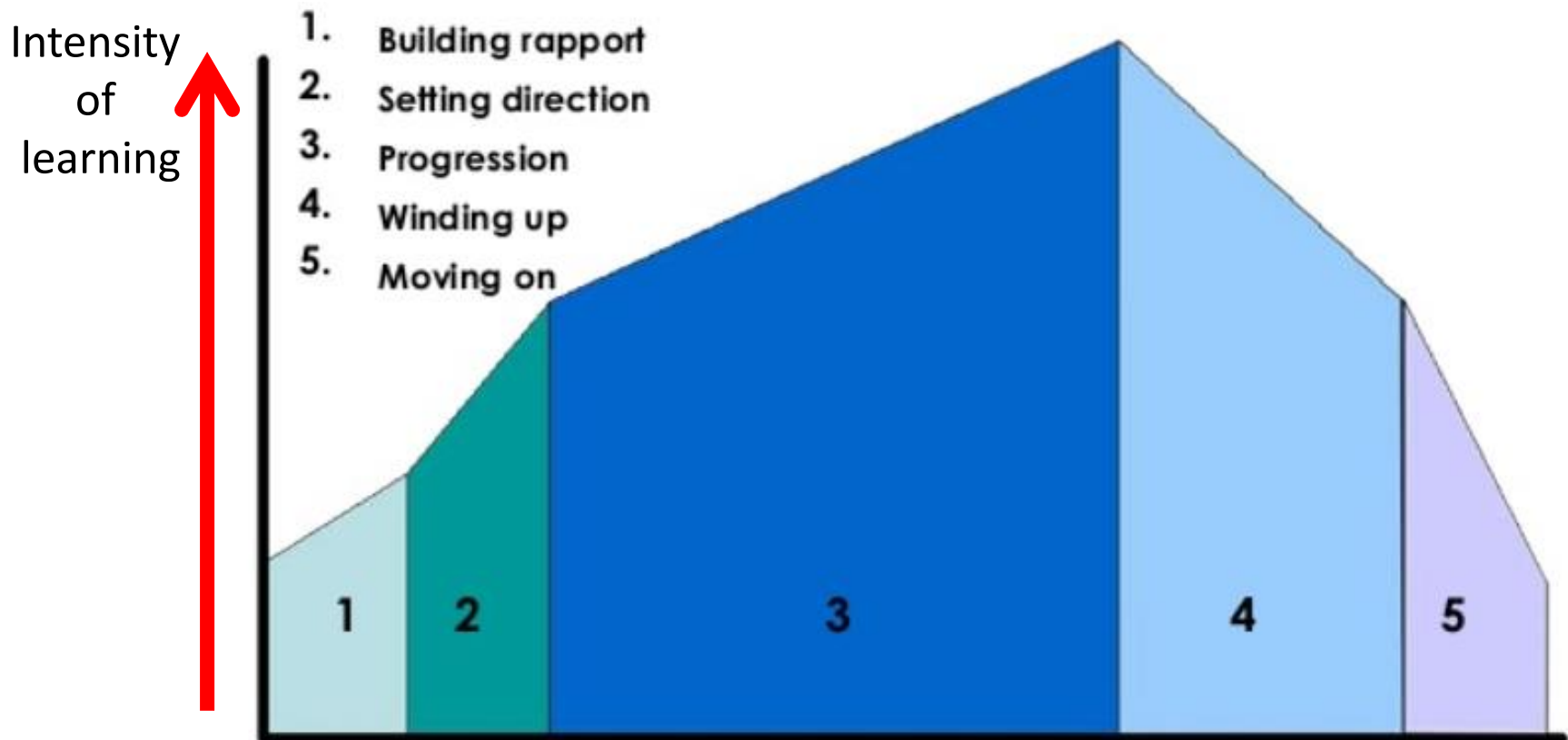
Varieties of mentoring

(Garvey et al. 2011 pp.91-94)

- Dyadic mentoring
- Peer mentoring
- Co mentoring
- E-mentoring

Evolution of phases of the mentoring relationship

(Megginson et.al 2005)



Benefits of being a Mentee

- Improve chosen career area
- Learn about interactions with other stakeholders
- Make valuable contacts and relationships with other stakeholders in the organisation
- Enhance opportunities for career development
- Expand communication skills
- Expand understanding of leadership as it relates to professional and personal development
- Increase confidence

The Difference

- A teacher gives instructions.
- A mentor gives advice.
- A coach asks questions.



Evaluating the benefits of workplace coaching & mentoring

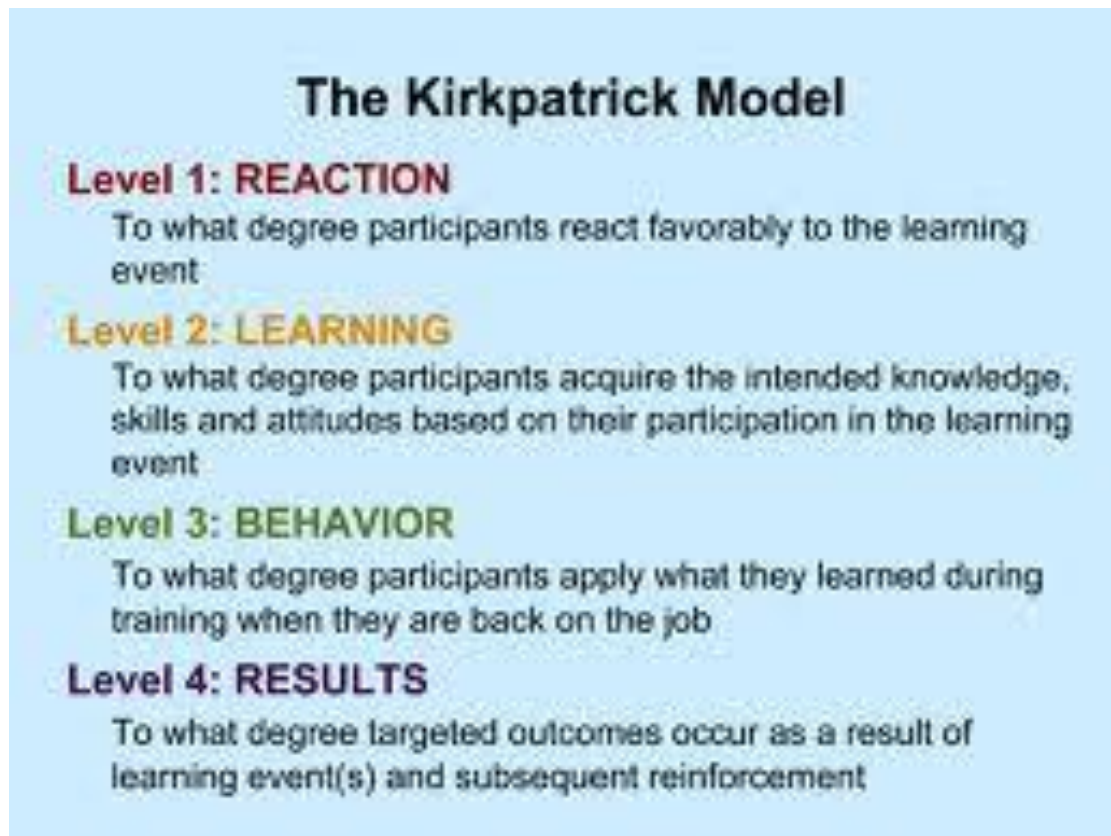
Kearns & Miller

9 step evaluation model (1997)

1. What business output measures are you trying to improve?
2. Who has an impact on these outputs and by how much?
3. Can their impact be improved by coaching or mentoring interventions?
4. What bottom line “tell tales” can be used to measure small improvements?
5. What coaching or mentoring objectives can deliver the required improvements?
6. How are the participants reacting to the input?
7. Are they developing where they are meant to be developing?
8. Are they applying the learning in the workplace?
9. Has the intervention had the desired effect on the business output measures?

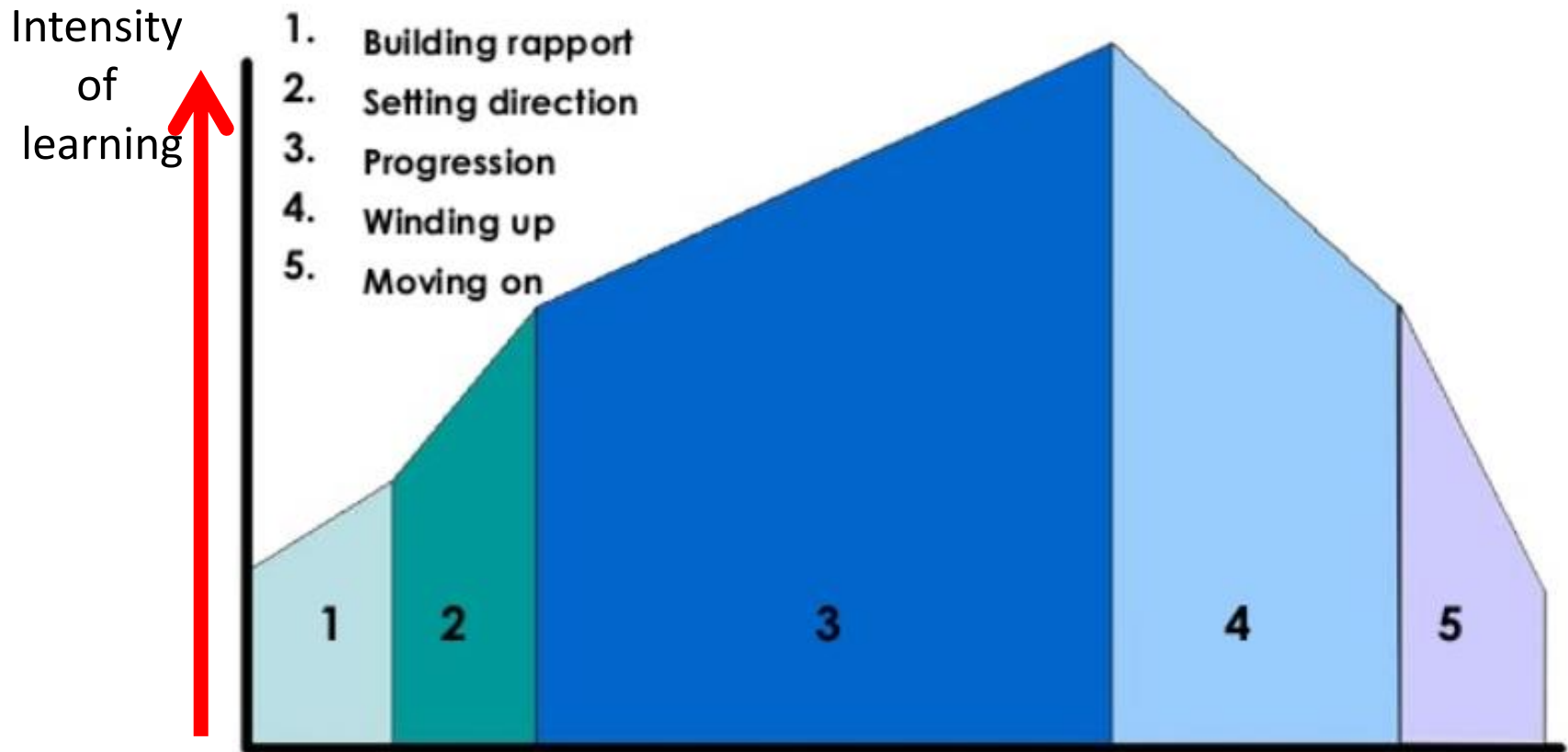
Evaluation models

Kirkpatrick (1957)



Evolution of phases of the mentoring relationship

(Megginson et.al 2005)



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Essential Reading

- Brockbank, A, and McGill, I. (2012) **Facilitating reflective learning: coaching mentoring and supervision**. London. Kogan Page.
- Garvey, B., Stokes, P. & Megginson, D., 2008. **Coaching and Mentoring: Theory and Practice**, United Kingdom: SAGE Publications Ltd.

Suggested reading

- Sir, W., John, 2002. *Coaching for Performance: Growing People, Performance and Purpose*, Naperville, USA: Nicholas Brealey Publishing.
- Hill, P., *Concepts for Coaching*, United Kingdom: Institute of Leadership & Management. Kimsey-House, K. et al., 2011. *Co-Active Coaching: Changing Business, Transforming Lives* 3rd ed., Boston, MA: Nicholas Brealey Publishing.
- Kearns, P and Miller, P. (1997) **Measuring the impact of training and development on the bottom line**. London. Financial Time Prentice Hall.

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