

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Coaching and Mentoring in the Organisation

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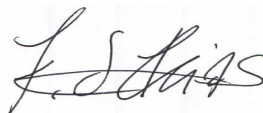
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By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed:



Date: 19 February 2021

1. Meet with your line manager or other relevant person to thoroughly understand your organisation's approach to coaching and mentoring, if possible attend a formal coaching session or observe a mentoring relationship.

I met with my line manager on the 25th of January 2020 to discuss E Cigarette Direct's (ECD) approach to coaching and mentoring.

We discussed that currently ECD does not have a formal coaching and mentoring policy but we do have informal expectations and some of our managers opt to use a coaching management style. At ECD we have a strong and embedded culture of learning & development, with one of our company values being "Continually Seek Improvement" (ECD, 2018a). Our ethos is that we live in a constantly changing world and to ensure long term survival and profitability, we need to be constantly improving. That means through both our personal development and the development of the company. We have a Supervision, Appraisal and Development Policy which outlines the use of and the procedures relating to the learning and development of colleagues (ECD, 2018a), however, this policy does not outline any specifics on coaching or mentoring of our employees. According to the CIPD (2020c) learning design and delivery requires a blended learning approach which should include coaching and mentoring.

Last year our retail managers attended a coaching session with our Learning and Development (L&D) Manager but as a result of an internal restructure at the end of last year we have not been able to progress this programme. The restructuring meant that we could no longer financially support certain roles at ECD which included our Learning & Development (L&D) Manager, who was made redundant. The decision was made to bring L&D back under the HR team, with more support from line managers through using a new L&D system, Google Classroom.

We would like to develop further training in coaching and mentoring for line managers as well as promote the benefits of a coaching culture but due to the pandemic, this project has been put on hold. We are aware that those involved in coaching need structured opportunities to reflect on their practice in order to help and support coaches to continue to develop their skills (CIPD 2020a). This can also act as an important quality assurance activity for organisations and a source of organisational learning about issues addressed in coaching sessions (CIPD 2020a).

Our Head of Retail applied to the Retail Trust (no date) Mentoring Programme in order to benefit from the experience and expertise of mentors in their given field. Due to the Coronavirus pandemic, this was put on hold due to time restraints and workloads of both mentor and mentee.

We agreed that our Learning and Development policy needed updating to incorporate coaching and mentoring. As we no longer have a L&D Manager to assist us with coaching and mentoring training we need to either look at sourcing an external provider or develop our own training.

2. 2. Examine the learning and development policy and any policies directly relating to coaching and or mentoring and make some notes as to whether you think the content meets the best practice requirements you have studied in class and within your literature research.

Discussion with Line Manager, Laura Jones, HR Manager, 10 February 2020.

At ECD we have a Supervision, Appraisal and Development Policy which explains the use of and procedures relating to the learning and development of all colleagues, including training and development policies (2018). However, this policy only contains details of supervision and development through regular reviews, informal review meetings, formal performance reviews and mystery shopping reports (for retail colleagues). It also details induction arrangements for new colleagues and the mystery shopper policy.

There is no mention of anything specific in regards to learning and development through coaching and mentoring meaning that our policy needs to be improved in line with best practice.

Best practice indicates that learners have preferred ways of learning and insights from theories and models can help us to improve learning effectiveness and impact on the learning environment (CIPD, 2020d).

According to the International Coach Federation (ICF) a competency framework for coaches should:

1. Meet ethical guidelines and professional standards
2. Establish a coaching agreement
3. Establish trust
4. Encourage active listening
5. Include powerful questioning
6. Direct communication
7. Create awareness
8. Design actions
9. Plan and set goals
10. Monitor progress and accountability (Dunlop, 2017)

Therefore in light of this, I will recommend that we develop our existing policy and build in the above best practice points.

3. 3. Discuss your development needs with your line manager as a result of the above activities, using the CIPD Profession Map as a basis for your discussion. Consider whether or not your skills in this area require improvement (for example delivering training on the topic/coaching line managers). Summarise your discussion

The new CIPD Profession Map (2020a) has 6 core areas of knowledge, one of which is People Practice. It also has 10 specialisms and one of these is Learning & Development. In order to have an impact and add value, people professionals need to apply a range of people skills which includes coaching and mentoring (CIPD, 2020b). Learning design and delivery requires a blend of learning approaches, including face-to-face, digital, social collaborative (CIPD, 2020c) as well as coaching and mentoring.

Based on the standards presented on the CIPD Map I feel that I am currently operating at the Associate level.

I met with my Line Manager, Laura Jones on the 10 February to discuss my current Coaching and Mentoring CIPD module. Laura agreed that I am mainly working at Associate level as I:

- Know the difference between coaching and mentoring and when to use them to support others' learning.
- Know how to support and use coaching and mentoring approaches in learning (CIPD, 2020a).

Due to my studies, I now have a good understanding of both coaching and mentoring, however, the CIPD Map also outlines that an understanding of different models of facilitation and consulting (CIPD, 2020b) are also required. We agreed for me to research these two terms and feed my findings back to Laura. I also have no experience of building coaching and mentoring capability across the organisation and how to apply and adapt the different models of coaching and mentoring in a range of different situations (CIPD, 2020b). I highlighted that this will be something I will develop as part of my Contributing to Coaching and mentoring module.

References

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CIPD (2020d) *Learning theories for the workplace*. [Online] Available at: <https://www.cipd.co.uk/knowledge/strategy/development/learning-theories-factsheet> [Accessed: 08 February 2021].

Dunlop, C.W. (2017) *The Success And Failure Of The Coaching Industry*. [Online] Available at: <https://www.forbes.com/sites/forbescoachescouncil/2017/10/05/the-success-and-failure-of-the-coaching-industry/?sh=56a8f5ed6765#651024746765> [Accessed: 25 January 2021].

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