

Qualification: CIPD Diploma in Applied Human Resources

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Activity 1 - 3

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Coaching and Mentoring in the Organisation

1.1 Define and explain the concepts of coaching and mentoring.

Coaching and mentoring are development techniques used to improve performance, knowledge and skills. These are often conducted through one-to-one conversations with a coach or mentor who may be a Line Manager or colleague, for example. Coaching usually aims to develop work skills and performance by focusing on specific skills and goals through a collaborative, systematic process. This usually takes place for a specific duration of time or forms the basis for an ongoing management style. Whilst there are some differences between coaching and mentoring they are often used together. The definitions vary between experts but some common characteristics of coaching include:

- The opportunity to identify and improve skills and development needs
- The coaching is delivered by a trained/qualified person such as a line manager
- Is a non-directive form of development
- Focuses on development and improving performance
- Is generally based around work activities as opposed to personal activities

For the past 30 years the most common model for coaching has been the sport model. This model does not suit every business as it focuses on goals and performance but does not take into account deeper issues/obstacles that people have, such as assertiveness or influencing skills. More sophisticated models that also take into account people's emotions, anxieties and personal traits are needed (Sparrow, 2008).

The 'POSITIVE model' is a popular coaching model:

- Purpose
- Observations
- SMART
- Insight
- Team
- Initiate
- Value
- Encourage

This model encourages people to choose a long term goal that excites them and where they will build a network on the way that will support them in achieving their goals. If people are invested in their goals they are more likely to achieve them (The POSITIVE Model of Coaching: Getting People Excited About Their Goals, n.d.).

The word 'mentor' evolved to mean *trusted adviser* and is a fundamental form of human development where one person invests their time and knowledge for the purpose of developing another. This comes from the Greek myth where Odysseus entrusts the education of his son to his friend Mentor. (The Story of Mentor, n.d.). This is a common tool for succession planning within organizations. Mentoring can also be used to learn from each other such as between different departments within the same organization (HR & Payroll for example). Mentoring is a supportive form of development where an individual can focus on personal goals as well as organizational goals. Whilst the mentor is responsible for passing on information, the accountability for attaining the information is with the mentee.

A popular mentoring model is Alred et al's three stage model. This model consists of: exploration - to explore issues which are identified by the mentored individual; new understanding and, action planning. Each stage consists of responsibilities for either the mentor or mentee (CIPD, 2020).

1.2 Analyse similarities in, and differences between, coaching and mentoring and evaluate the validity of grouping the two concepts together.

Coaching and mentoring are often used together and can be similar in that they are both development approaches that involve one-to-one feedback. The main differences are that a coach in a business context is often a superior person in rank to the person being coached. This can be good for developing relationships between managers and their employees (CIPD, 2020). Coaching is used to specifically enhance the work of the person being coached, lasts for a specified length of time and can be directive or non-directive. Non-directive coaching is where the coach will ask the person being coached questions in order for them to find their own solution. Directive coaching is where the coach will provide advice, wisdom, and direction from their personal experience. Directive coaching is more common in mentoring as the mentee is usually someone with little experience or knowledge in the task taking place. Whilst this works in theory, the coach needs to be a person who is competent and knows how to coach. Not all managers/supervisors will make good coaches and there is a lot of complexity to coaching another person that needs to be considered. For these reasons it is important that the coach is appropriately trained themselves and understands their own boundaries, ethics and morals before taking on this role (Dunlop, 2017).

In mentoring the duration of time is usually longer and is often used between colleagues rather than a manager to a subordinate. This method is usually directive, more informal and can also enhance work performance as well as personal development. A new employee may have a longer serving colleague who operates at the same rank as a mentor to train them. In some instances reverse mentoring is used; this is where for example, a CEO mentors someone who is at an assistant level to gain understanding of the business/their work/the customer from that employees' perspective. Again, mentoring is only effective if the mentor understands what they are aiming to achieve and how to get the best from the mentee. As goals are normally not set to be achieved by a specific date like in coaching, it can sometimes be difficult to measure if and how the goals have been achieved (CIPD, 2020).

People have the ability to choose how they react to situations and can master this to proactively become better at what they do. Both parties in coaching and mentoring need to choose to be committed to, and genuinely interested in taking part in being coached and mentored for it to work. 'Choice' is one of Stephen Covey's 7 habits of highly effective people, which is a model that emphasizes a return to principles or values in order to achieve change in our lives. This step by step model empowers people to use the 7 habits to make decisions and take action rather than assuming they have no control over what happens to them (Connolly, 2020).

Coaching and mentoring are often used together in organizations within Learning and Development departments as both can be effective for different types of employees. By using coaching and mentoring together an organization can assist performance management, share curated resources, prepare and support employees through change, and support self-directive learning and development. Both coaching and mentoring are tools that can be used to make employee more valuable, knowledgeable and maintain their engagement (CIPD, 2020).

1.3 Evaluate how coaching and mentoring differ from counselling and from one-to-one training. (Explain the contexts in which these initiatives would prove useful).

Coaching, mentoring, counseling and training all have their benefits for individuals depending on their situations. Not all situations can be resolved or improved if the wrong method is applied. However, there are some similarities between these methods. No matter which field you belong, these practices are performed by experts in their respective divisions and can each be used in conjunction with each other if necessary. The aim is always to improve a situation/knowledge/development (Reddy, n.d.).

Some of the differences between each are listed below:

- **Coaching:** short term, formal & structured, specific & measurable, and performance-driven
- **Mentoring:** long-term, informal, development-driven, and has looser parameters for growth
- **Counselling:** long-term (although this can vary); the practitioner is required to have a licence, master's degree and sometimes insurance; sometimes involves medication; is theory-driven; practitioner is seen as an authority; aims to relieve psychological suffering from past traumas; and, is diagnostic.
- **Training:** is short term, can be conducted with multiple people, practiced with well defined learning objectives, main focus is on the core subject, knowledge to be gained from trainer to trainee, and once the training is complete the trainee is expected to carry out the task they have been trained in to desired competency.

Coaching and mentoring differ from counseling and training as these two are often used together to develop and improve knowledge of a topic where counseling is used more often to heal from a trauma; training is often a mandatory part of a role and can take place with multiple trainees. Training is often expected as part of the employment contract to ensure employees are trained accordingly to carry out their roles. If the organization invests by providing certain employees with coaching/mentoring to further their skills this is more appealing for the employee. Being selected to be coached/mentored makes employees feel valued and generally improves wellbeing. Although, this may not initially be the case if you are being coached due to poor performance. This could initially make an employee feel worse.

The strengths of each are:

- **Coaching** can benefit clients by creating the space for them to move forward in the area of their choice.
- **Counselling** benefits clients by creating a trusted and safe space for healing.
- **Mentoring** enhances work effectiveness and wellbeing.
- **Training** intends to impart desired knowledge and skill to a person (Miller, 2020).

The weaknesses are:

- **Coaching:** the dynamic context of coaching often fails to be recognised, the development of coaches is complex and not linear as some credentialing models assume, and it is difficult to consistently and comprehensively calculate the value, even when using ROCI (Return on Coaching Investment) (Dunlop, 2017).
- **Counselling:** the person being counselled may develop a dependency on the counsellor; a client's particular needs or issues exceed the scope of a counsellor's ability; and, as the sessions are one-to-one the person being counselled may develop unwanted feelings (or physical actions) towards the counsellor (McGuire, n.d.).
- **Mentoring:** forcing a mentor/mentee partnership can be counterproductive if they don't naturally bond, the mentor may feel they don't have the time to carry out their normal role as well as mentor someone, and the rate of expected progression is based more on the opinion of the mentor than a measurable method like SMART (Joseph, 2019).
- **Training:** the effectiveness of the training depends on the trainers ability to train (visual, auditorial and kinaesthetic training), and their expertise in the topic they are training (Miller, 2020).

The strengths and weaknesses are quite prominent of each although there is more risk with counseling than coaching or mentoring. Coaching and mentoring isn't as rigid as training in the way it is carried out which allows for a coach or mentor to adjust their methods according to their pupil easier than a trainer as the trainer may have multiple trainees.

In the IES report *Impact of coaching on employee well-being, engagement and job satisfaction* it found evidence of statistically improved perception of wellbeing from employees shortly after they received a period of coaching. Although how coaching improves wellbeing is less understood, respondents reported that after a period of coaching that they felt more positive towards their work; the coaching helped them to feel more

equipped in their roles, more confident in problem solving and more aware of their own abilities and strengths when solving issues (Hicks, Carter and Sinclear, 2015).

The CIPD have identified seven inter-related 'domains' of employee wellbeing and within these seven domains is 'personal growth – career progression'. It specifically relates to the employee receiving mentoring, coaching, performance management, performance development, skill utilization and succession planning as these work-based initiatives support peoples wellbeing and health (CIPD, 2020).

Coaching and mentoring within a business is essential to developing and retaining employees. Research shows that to replace an experienced employee is at a cost of 3x the salary of a current employee who is not talent-managed. Coaching and mentoring within an organization is effective alongside training but the key is to know which type of development method is needed for which scenario. You wouldn't necessarily use coaching for new employee who would be more suited to mentoring in their initial employment (Petersen, 2017).

2.1 Explain 3 different types of coaching and 3 different types of mentoring which can be implemented within organisations.

Performance coaching is one type of coaching with the aim to enable employees to better understand their jobs, competencies, gaps in own performance and opportunities to improve their own performance. Performance coaches work with the employee, their line manager and others within the workplace to develop plans for future professional development and to improve their current gaps in performance.

Executive coaching is often where the coach is operating from outside the organization. The aim is to develop executives' skills, improve performance, overcome de-railers and prepare for advancement in order to improve organization goals. This type of coaching is often agreed for a specific duration of time and is tied to improved business results.

Career Coaching is used to identify what the individual wants or needs from their career. The coach helps them to make decisions and take actions to accomplish their career objectives and balance this with other aspects of their lives. This type of coaching doesn't necessarily assist the business this individual works for as they may decide to change career paths but can be a useful tool to get the individual to actively consider whether they are getting what they want from their career and how to take action to enhance their career (Zentis, 2016).

Peer mentoring allows mentees to, in turn, mentor their peers as a way to reinforce mentoring practices and instill leadership qualities beyond traditional mentoring settings. This type of mentoring works well if the mentee and mentor have similar roles, experiences and interests in order to accurately goal set and utilize self direction.

Group mentoring is often limited to eight people or less and each member of the group has a specific role and responsibility. The group will work with a traditional mentor figure but also help set agenda, group goals and influence each-others experience. This enables each person to consider new ways of thinking and experience situations in ways you wouldn't have otherwise predicted. This type of mentoring is useful when team building as each person plays a part and is aware of how each other person equally plays a part in achieving their objectives (Excellence, 2016).

Traditional mentoring is where a mentee and mentor agree to meet for a period of between 6-12 months and for an hour or more in person to focus on the mentees objectives. This set up only works well if there is a good relationship between the mentee and mentor and is the ideal approach to mentoring. This is still an informal type of relationship and relies on both parties to be invested in the process. This type of mentoring can be used between a new employee and a more experienced employee to pass on knowledge and experience to assist the mentee (Martin, 2016).

2.2 Evaluate the role of line managers within coaching and mentoring.

As a line manager it is essential to coach and mentor individuals to avoid neglecting an effective tool to develop talent. Managers who often coach their employees do it because they understand that it is essential in order to achieve business goals as more competent and experienced employees will have better performance outcomes than those who aren't. In order to establish a good connection with the employees the manager will need to establish a coaching culture within the workplace and gain trust and be genuinely interested in the employee's objectives. Whilst the theory works, it can be difficult to establish a connection with each other. If there is no real connection it won't matter what tools the manager uses to coach the employee as they will not be engaged with the task. It is not always as simple as referring the employee to another coach or mentor as the manager is likely to be the most satiable person from an experience point of view.

As well as trying to form a connection with the employees being coached or mentored, the line manager also needs to have the appropriate skills to be able to coach and mentor the employees effectively. This means they will need to understand the individuals and their preferred feedback style; some may need time to digest and understand their feedback whilst others want honest and straight to the point feedback. It is up to the manager to learn which is most appropriate and effective for each person (Weintraub and Hunt, 2015).

If line managers are appropriately trained in coaching and mentoring they are likely to be very effective as they are the most influential people to their subordinates. Whether they are coaching their employees or not, this will have an impact on the employee so it is important to ensure that the impact they are having is positive and good for the organization. If the line manager isn't trained or competent and tries to form a coaching relationship with employees they may intensify problems in the dynamic between themselves and their teams. This could lead to the manager and report falling into a 'parent-child' role in conversations; get a sense that both parties have a hidden agenda; conflicts between pressure to deliver short-term task objectives and longer-term development needs; groupthink where both parties have the same perception of the world around them, including the same blind spots; and, inequality over who gets the opportunity to be coached (Wales, n.d.).

For the reasons above I think that it is essential for line managers to coach their employees but I also think that the line manager should receive adequate training on how to coach, and to be coached themselves. This will enable them to have more perspective and understand the relationship from the person being coached or mentored point of view.

2.3 Assess factors to be considered when implementing coaching and mentoring programmes in organisations.

There are a range of factors to consider when implementing coaching and mentoring programs such as cost, integration with other learning initiatives and the roles of HR and L&D departments. Good reasons to implement coaching and mentoring programs may be to enhance employee development, engagement and to succession plan. The first factors to be considered are whether this can be done internally or if an external provider is needed.

External coaching/mentoring:

- Often takes place at a different location than the current place of work (although with the recent pandemic a lot of training has taken place online)
- Often has a higher cost
- The coach/mentor doesn't have an inside understanding of the organisations culture which can be useful or a hindrance

Internal coaching/mentoring:

- Cost is generally less although consideration needs to be given to methods being used, cost of learners time, catering and training materials
- Can often take place in-house to reduce cost of venue and travelling time
- Coach/mentor has a good understanding of the organisations culture and values and can relate these to the training being provided

The above will need to be considered to understand how the coaching and mentoring will take place. The coaching and mentoring may be used to integrate other learning initiatives such as 'customer service'. There will need to be specific material relating to this topic so that the coach/mentor can be effective in relating this topic during the sessions they have with their learner. H&R and L&D will be responsible to rolling the initiatives out to line managers and others to ensure the understanding is equal across the organization. This includes ensuring that it ties in with organizational strategy and there is a clear selection process to ensure that the opportunities are equal and fair. HR and L&D will need to measure the effectiveness of the initiative against the cost to see if it has had the desired outcome for the organization. Choosing appropriate coaches and mentors and managing relationships will be paramount (CIPD, 2020). This may be difficult during the pandemic as there is a lot more employees working from home so learning will take place over Zoom calls or via email. Email can be risky due to how they can be misperceived and so it is better to use Zoom calls to get sensitive information across.

3.1 Assess the potential benefits of coaching and mentoring for coachee/mentee and coach/mentor.

Naturally during this relationship there is perceived improvement and the experience benefits both the coach/mentor and coachee/mentee. Those being coached or mentored reported that they felt a greater awareness of management and leadership practices and felt confident in implementing them. They also felt that they had developed soft skills such as communication, teamwork and time management. Many mentors and coaches also reported that they felt they had learnt from their coachee/mentee in return. This often happens in reverse mentoring relationships where the mentee can also gain insight into running a business and the challenges that the CEO faces, for example. This relationship (whether it is traditional mentoring/coaching or reverse mentoring) forces the coach/mentor to reflect on their own experiences. This reflecting is useful for coaches/mentors in line manager positions as it keeps them relevant to the experience of their coachee/mentee and how they as a line manager are helping or hindering their progression or experiences.

Coaching and mentoring also affects employees' wellbeing in a positive way as they feel that they are getting better and can see challenges from a different perspective. Amazon has developed a program of initiatives for small business that make up its supply chain. Mentoring people who work for those small businesses is one initiative and is beneficial to both businesses because if they are both succeeding they will both benefit each other by making more money/having better working relationships/spending less money on employee turnover etc.. (Mentoring - Be the Business, 2020).

The benefits of coaching and mentoring aren't limited to the individuals involved but can also benefit the organization as a whole. Effective coaching and mentoring can improve productivity, diversity in leadership, encourage knowledge sharing, and improve employee engagement and retention. So although there is a cost to coaching and mentoring programs, if they are effective they could save the organization a lot in the longer term as staff is more likely to remain with the organization and they are engaged and productive whilst they are there (Cronin, 2019).

Whilst I do believe that this type of relationship benefits both participants, it is only beneficial if the relationship is good between these people. If it is not then none of the techniques or methods will work in the desired way and this will be a waste of time for both participants and a waste of money for the organization.

3.2 Assess how coaching and mentoring programmes can support the achievement of organisational objectives.

If the coaching and mentoring relationships work well and they are in line with the organisations strategy this can be very beneficial for the organizations objectives. It allows employees to use their talents to the fullest and in a way that benefits the company, such as a marketing manager having the skills and knowledge developed through coaching/mentoring and understanding the best ways to market products to the relevant demographics which in turn benefits the organisation. Although, this is a very ideal way of how coaching and mentoring can support the achievement of organisational objectives but it is often not that straight forward. This is why the process of setting up coaching and mentoring initiatives is so important (Management et al., 2017).

In some cases coaching is part of an organizational development intervention where the organization wants to shift its culture, vision and values. Coaching can be used to help the senior management develop the leadership and skills they need to achieve the transition. To enhance customer-friendly behaviors in the workforce an organization may use a program to coaching to embed these behaviors. The idea is that this will lead to happier customers who will spend more money/tell their friends and give good reviews. So for this reason, the coaching and mentoring of a group of employees at different levels can have a massive impact on the organization and how it operates once the initiative is complete (Donaldson-Feilder and Liston-Smith, n.d.).

Once an organization has established a coaching culture this makes future coaching and mentoring initiatives far easier to implement by saving time and costs of getting employees on board with the concept. This also becomes part of the day to day ways of working as people have 'coaching-style' conversations with each other and are used to working together. Each of these methods, if done effectively can positively support the achievement of the organizational objectives.

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