

coaching and mentoring

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COACHING & MENTORING

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Executive Summary.

The following report outlines and critically evaluates the associations of involving coaching and mentoring, to appraise the line manager as a Coach and contemplate the multi-facing duty of a line manager and the competences and manners which are vital for a coach to succeed, it highlights the similarities and differences of coaching and mentoring and how they have tangible and intangible benefits on a business, how the coach can assist in building resilience within the employees and how this benefits the company when they implement a change in either technology or policies.

The report also looks at a self-reflection of the author after conducting a coaching exercise and follows a reflection using the Gibbs model to clarify where the author has weaknesses or strengths and how they could improve upon them,

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1.0 Introduction.

The purpose of the following report is to critically assess the comparisons involving coaching and mentoring, to evaluate the line manager as a Coach and consider the multi-facing responsibility of a line manager and the abilities and behaviours required to succeed as a coach, the report will also look at the part that coaching and mentoring has in developing resilience and handling change, lastly the writer will evaluate their own work during the peer coaching exercise which will draw attention to their strengths and weaknesses it will also incorporate a personal development plan, the report will the conclude with a conclusion.

The report will be fully researched and evaluated using internet research, Journals and textbooks.

2.0 Main Findings.

2.1 Critically evaluate the similarities and differences between coaching and mentoring.

2.1.1 Define coaching.

Coaching is a process which intends to advance upon a person's performance and concentrates on the present instead of past or future. Within coaching, primarily, the coach is assisting the person to enhance their personal performance by facilitating in the learning journey. A helpful coach would have confidence in the person they are helping to have the solution to their own difficulties, however they would know that the person might require assistance and support to understand the solution. (Skills you need, 2023)

I Mentoring (2023) states that The Cambridge dictionary describes the term "coaching" as "the job or activity of supplying training for individuals or assisting to make them ready for something". However, I Mentoring does not consider this definition to be right, for the reason that coaching is not just training or preparation, it is the assistance and support needed on the journey to reaching the target.

Jennifer Herrity (2023) suggests there are many benefits to coaching some of the benefits listed are that it enables an individual to learn to remain on task, Procrastination is a regular encounter which numerous employees encounter during their careers, and by working with a coach could be beneficial in helping to improve time-management and prioritising abilities to aid in overcome it, another advantage is that It encourages employees to set clear objectives, as for many people within a professional role it is thought that having successful aims is a strategic part of finding career accomplishment. A coach is capable of assisting the employee to create a SMART goal, goals which are specific, measurable, attainable, relevant and time constrained, this will make them more achievable. A coach could be of assistance in enabling the manager and their employees to identify exactly what is wanted from their careers and established forward stages to achieve the aims.

However, Carl Lindberg (2022) states the disadvantages of coaching is that it requires a huge amount of time and patience, and managers already have assigned work and not enough time to complete these tasks, without the added pressure of assisting every team member to become more competent at what they do, Lindberg also states that coaching is hard and it will only work if both the coach and the employee are fully committed to the development.

2.1.2 Define Mentoring.

Mentoring within the place of work defines a relationship where a colleague who has more experience imparts their understanding and wisdom to assist in the training and enhancement of a new employee Its the process of using the skills of questioning, listening, and clarifying. (CIPD, 2022)

An advantage of mentoring is that if the new employee has a good mentor, it will make it much easier for them to get involved and become committed, it will enable the new employee to become mentally prepared for the demanding responsibilities that they might face. A good mentor will introduce the new employee to their coworkers, and they should show the employee around in within the first days giving information on all the logistic matters which are needed when starting a new job. As a result, mentoring is also excellent within the first few weeks in enabling the new employee to incorporate themselves into the team at a quicker rate which leads to them becoming an effective member of staff for the company. (Jamie Birt, 2022)

2.1.3 similarities and differences.

While they could require differing aims and utilise various methods, they have much in common as coaching and mentoring both give emphasis on the area of improvement. This is generally professional advancement, but it also could be educational, personal, or even religious. They are both partaken on a one-to-one basis and

are dependant on the development of a relationship with the employee, as they both want to improve the employee's abilities and knowledge.

A good coach and mentor are adaptable and instinctive, they equally need the skills of self-control, mindfulness, compassion, and the ability to provide constructive criticism and actively listen. They also require the skills of being a creative thinker and the ability to problem solve, by having these skills both coaches and mentors are able to recognise problems, consider solutions and give appropriate support to the individuals for their learning and progression. An individual cannot be effectively coached or mentored unless they engage and are fully committed to the process. (Vicky Miller,2023)

2.1.4 Comparison of coaching and mentoring.

A main variance of mentoring is that it is directive and coaching is non-directive, in practice this is seen during mentoring encounters, as it is more likely for the mentor to be doing most of the talking, however in coaching the coach is usually the one presenting queries and allowing the individual which is being coached the time to contemplate and mainly be the one who is talking. In the end, mutually coaching and mentoring are involved in assisting individuals to achieve their goals by using the experiences of the coach or their mentor.

Nisha Vyas (2020) suggests that to become a successful coach, the coach must constantly increase their attentiveness and capability to form an important bond, participate in effectively listening and posing powerful questions that can assist the person to go into different sections of their thoughts and behaviours. If a coach comes across difficulties within the coaching rapport, they will instinctively begin to reflect on the interchange which was had between themselves and the individual to see where things may have been misinterpreted, what else they should have enquired about or how they may have failed to notice a serious problem.

However, as Clutterbuck and Megginson (2009) express in their book that there are many discussions being undertaken and that each one may distinguish where the problem might be solved. The book notes that mutually the coach and the client are involved in reflective discussions prior to, during and following each meeting and that the answer to the problem could come from the reflective discussion rather than the spoken conversation and by looking back on their progress can help make the individual more aware of the progression they have already made towards their aims.

Nisha Vyas (2020) states that the Clutterbuck's Seven Conversations of Coaching model is a very beneficial means for contemplating the discussions and in what way they could assist in reaching a better result from a coaching relationship. The model presents a functional structure to assess the coach and the person being coached, spoken and unspoken discussions.

2.1.5 tangible and intangible benefits of coaching and mentoring.

Tangible benefits are beneficial outcomes which are capable of being precisely calculated and measured using universal measurements. In the business world the term refers to all results which are connected to financial achievement or shortfall. There are many reasons why companies should value tangible benefits and understand how they should be used, with no measurement, there is no continual development. A capability to measure various results is vital for assessing them against one another in order to establish the greatest choice.

Intangible benefits are described as all the positive outcomes from a practise or activity which is not straightforward or precisely measured these can be labelled as soft benefits distinguishing these benefits from the hard tangible benefits. The soft benefits are able to destroy or improve a business as easily as the hard ones could. These benefits could cause extensive or long-lasting influences which could alter the whole path of the company it may additionally have considerable financial effects.

All business leaders and companies ought to concern themselves with both types of benefits. All activities undertaken by a company must be done to attain specific benefits and all companies requires both types of benefits to be successful. (isixsigma,2022)

Tangible benefits of coaching are instantly apparent for instance progression in conduct, associations, or production and performance. Intangible benefits are internal for the individual, and this form of benefits may only be apparent when the individual being coached voices their learnings as break through moments. (Susan Knowles, 2021)

Tangible benefits of mentoring for a company are improved engagement, retainment and development of workers, development of culture and a shared commitment to the company's behaviours and approaches, intangible benefits are heightened self-efficacy of workers and work satisfaction. (Kitty Boitnott, 2020)

2.2 Evaluate of the line manager as a Coach or Mentor.

2.2.1 multi-facing role of the line manager.

Line managers which can also be acknowledged as first-line managers, direct managers, supervisors, or team leaders, are observed throughout nearly all forms of businesses and manufacturing divisions all over the UK, their job title will usually entail that they meet tactical and operational aims in a precise area or line of work. The leaders are usually the central port of call connecting the companies' front-line employees and the higher up managers. A line manager is the one who is accountable for managing and accessing the workers involvement, performance, and improvement in a particular role or procedure that they are responsible for, the line manager is the first level of management over the front-line employees in a company's hierarchy order, they responsible for looking after workers which are one level under them in the company's structure. (Davidson Morris, 2023)

2.2.2 Benefits and drawbacks of line managers as coaches and mentors.

Elaine Gibson (2020) states that the advantages of line managers being a coach or mentor are that the manager already has a trusted relationship with their workers, they also have a deep understanding of the policies, principles and values within the company and are able to nurture the loyalty of the workers towards the company.

A disadvantage of the line manager being a coach or mentor are for the leaders which are used to confronting performance complications with the attitude of telling the workers what should be done, and that a coaching style can feel too subtle, it also can make the manager feel mentally uncomfortable, as it removes the familiarity of emphasising their power, this leads to them resisting coaching and they might not give it a try. (Anne Scoular, 2019)

2.2.3 skills and behaviours needed for success as a coach or mentor.

Sai Blackbyrn (2023) writes that there are many coaching skills which every coach needs to be successful, it is thought that the most vital skill for effective coaching and to make an excellent coach is the use of active listening. A skilled coach will become involved with the client they are coaching on a deeper level whilst actively listening to facilitate in uncovering the source of the problem, enabling the client to consider the problem with more precision and proficiency.

A second successful element of coaching is accountability. Blackbyrn (2023) states that whilst an individual is being held accountable, they will have more than a 90% chance of achieving their ambitions. Another skill which a coach should utilise is empathy as this can assist the coach in understanding the constraints of the individual and also support in exhibiting understanding of others' views and emotions, whilst assembling a connection and confidence within the coaching relationship

Similar to the skills of a coach a good mentor needs the skill of active listening to be able to connect with the mentee personally and form a understanding and relationship faster, as when people believe that they are being heard, they have the sensation of being valued. This connection will also enable the mentor to be more

empathetic and acknowledge the mentees values or feelings, another skill that the mentor should have is being able to continue with an effective focus, being able to recognise and prioritise what is essential for the mentee to develop upon. (Mayur Gupta, 2021)

2.3 The role of coaching and mentoring in building resilience and dealing with change.

2.3.1 Definition of resilience and change management.

Resilience is defined as the capability to deal with and recuperate from obstructions. Individuals that are able to stay composed whilst in the midst of a tragedy have resilience. A resilient individual is person which boasts robust coping abilities and can organise resources which are available, request assistance when it is required, and establish methods and ways to control the circumstances they find themselves in. Individuals which have emotional resilience can apply their abilities to react to the challenges of life. Resilient individuals usually have various attributes which can aid them in facing life's encounters., indicators of resilience can be a 'survivor mentality' this is when a person who is resilient thinks of themselves as survivors, they are aware that even though things are challenging, they are able to continue going until they get through it. Another skill which a resilient person exhibits is Problem-solving, if a problem occurs, a resilient individual is able to examine the incident realistically and calmly to try and reach solutions which can create a difference. (Kendra Cherry, 2023)

Change management is defined as an organised style to assist in supporting workers as the company changes over to different practices, methods, software, or plans. Even making a small adjustment within a company could lead to fear, distress, anxiety, and disappointment amongst the workers who are involved if it is not introduced correctly. A carefully planned change management system could support a business in making necessary changes happen effortlessly and effectively. A company must look at all administrative modifications in relation to how the adjustment will affect its workers. If the business does not have a strategy to convey to the workers how the alterations are a good thing and encourage them throughout the change, then applying any change will have a greater rate for failure. (Product Plan, 2023)

2.3.2 Drivers of change in the workplace.

The coronavirus pandemic has transformed the workplace as it was known. Though the physical building may still be present, the general view of what a workplace was and what it is needed for had to be reinvented. companies need to carefully focus on the alterations created by the pandemic and the quick change of technical investing to facilitate remote and flexible working arrangements. Companies must manage the essential needs of their workers as the pandemic brought along more emotional, social, and job difficulties, as workers can undergo a change in the way that they think and care about their work. Since the pandemic many companies have adopted the hybrid work model which allows the workers to work part of their time with the physical work building and the other time outside of the traditional constraints of work. Workers need transparency about work provisions. It is the duty of the line managers to make a clear course of action for employees to follow. By frequently and clearly communicating, and having managers play an essential role, will benefit the company by moving in unity. (Kartik Sharma, 2021)

2.3.3 Resilience and change.

During stages of crisis, coaching offers assistance to companies, leaders and to employees. Throughout the COVID-19 pandemic the settings had shifted for most companies and their employees, many companies needed fundamental rebuilding and modifications to continue functioning. Coaching is a vessel in which reflection, wisdom, improvement, adaptation, and formation can occur and new prospects can be established. (Carolyn Mumby,2020)

2.4 Self-reflection of performance in the peer coaching exercise.

During this part of the report, I shall reflect upon the coaching session I had with a Natalie, this will enable me to strengthen my knowledge and assist me in the way I interact with individuals within various circumstances.

Ruth Helyer (2015) says that if used successfully and decisively reflection can simplify constant individual or professional understanding and generates and advances individuals' capability to determine their own development concerning learning outcomes and the required values.

To help me reflect upon the discussion I had with Natalie I shall use the Gibbs reflection cycle and help me determine where I need to progress so that I can learn and actively begin to develop my skills to help myself in the future when I communicate with someone else.

Description.

As part of my coaching session with Natalie we discussed her promotion within the company and how she found she was struggling within the new job role, how she feels that there has been a lack of training which has led to her confidence being lowered, we also discussed her feelings on her lack of time management skills.

Feelings.

When reflecting back on my position as the coach, I believe I directed the discussion between myself and Natalie, I was providing advice and techniques to her, Lumia (2023) states that one of the main drawbacks in coaching is that when coaches provide direct guidance as it creates a power dynamic which deprives the person being coached of realising their own insight.

I feel that I was able to make a connection with Natalie and she felt comfortable in sharing her queries with myself and was open to change.

Evaluation.

The coaching session went well between myself and Natalie but as I stated I felt I directed the conversation and I gave too much advice instead of actively listening and asking the right questions, Catherine Moore (2019) states that by posing questions and paying attention to the answers lets a coaching discussion flow appropriately within the correct way, either toward establishing aims or developing detailed arrangements

Analysis.

From the discussion we were able to focus on the problem which Natalie felt was the main problem, but whilst asking the questions we gathered that the main problem was not her lack of confidence or her ability to do the job, it was the need for more involvement from her manager. The four stages of the Grow Model assisted me in developing the discussion with Natalie, it assisted me in asking the right questions to know what areas Natalie wanted to develop upon and to identify the goals she wanted to set for herself and make sure they were specific and timebound.

Conclusion.

In conclusion to my reflection, I found that by applying the Gibb's reflection cycle has assisted me in identifying my strengths and limitations as a coach from the coaching exercise, I can see that I was too focal during the discussion and pushed my own thought onto Natalie with my own personal advice on how she can improve, as a coach I should have been allowing Natalie to make this connection herself from asking the correct questions to her. I need to focus on the questions which will reveal the most information and gain a connection with person whom I'm coaching.

Action Plan.

I shall work upon my active listening skills and be more mindful of my conversations, I shall practise asking the right questions and not jumping ahead and making a conclusion without fully gathering the information I need,

in the future I shall reflect upon conversations I have more regularly to determine what I need to do, so that I'm continuously learning and developing my skills.

Personal PDP.

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Actively listen to others	Learn to focus, and actually listen, make sure there are no distractions.	Listen to a ted talks by Julian Treasure: 5 Ways to listen.	I will be able to listen without interrupting and fully comprehend what someone is saying to me	23.07.23
Reflection	Plan time during the end of my day to reflect upon conversations or task which have been completed	Find the right questions to be asked and follow the Gibbs model	Will be continuously growing my skill set and advancing in my personal and work career	23.08.23
Improve understanding of leadership	observe individuals within a leadership role	Find a mentor and attend courses	Be a greater leader and have more knowledge	23.12.23

Conclusion.

In conclusion to the report, it has identified that coaching and mentoring are different techniques, they also have much in common as coaching and mentoring both give emphasis on the area of improvement and are both undertaken in a one-to-one meeting.

Both Coaches and mentors must be active listeners and be able to give advice, by building a rapport with their employees line managers can be a good coach or mentor, but there are disadvantages to the line manager undertaking this role as the manager can feel that the approach is not tough enough as they have fundamentally undertaken their role as someone who tells the employees what to do, this leads to the line manager not wanting to partake in the role of a coach or mentor.

The report discovered that tangible benefits are outcomes which could be measured and categorised, whereas intangible benefits are the outcomes which cannot be physically measured they are the feeling that a person may feel, tangible benefits of coaching for a business are the retainment of employees, increased productivity and tangible benefits of mentoring are the progression of culture and the shared obligation towards the company's values.

The report also looked at resilience this was categorised as the ability to cope with problems when they happen in a calm and practical way. It looked at how a company and its employees must be resilient such as when the country went through the coronavirus pandemic and needed to adapt to working from home and using hybrid work environments, the lead manager needed to have good communication skills so that they could provide their employees with necessary information which they would need to know to adapt in the new work environments.

Lastly was a self-reflection of the author who reflected upon a coaching exercise, and looked at the areas which the coach could develop to gain a better understanding and knowledge for future reference, the author understood that they needed to gain more experience in actively listening to others as they indicated that they were giving too much advice instead of asking the questions which would allow the person being coached to identify and realise their own needs for improvement and set goals.

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