

LO1: Understand the concepts of coaching and mentoring

- 1.1 Grant (2014) defined coaching as a strategic intervention that includes focused interaction using strategies, tools and techniques that promotes mutually beneficial, sustainable change for both the coachee and other stakeholders, ultimately, providing the coachee with the tools to support them to learn rather than teaching them (Whitmore, 2017).

A narrower and more task orientated view is that put forward by Clutterbuck, Megginson & Bajer (2016), who define coaching as a process that involves direct discussions that assist an individual in problem solving or performing tasks more effectively, for example, a newly promoted manager may require insight into managing conduct/capability and this individual could serve as note-taker in hearings and be party to the hearing officer's thought process when deliberating.

A number of contemporary researchers, focus on exploring the transformational aspects of coaching (namely, creating a mental shift in how coachees feel, think and behave at each stage of the process, which, when adopting the CLEAR framework would comprise the phases of contracting, listening, exploring, actioning and reviewing (Hawkins & Smith, 2013). Whilst it is preferable for coaching to take place within such a framework, effective coaching techniques can be applied without the need to subscribe to rigid or prescriptive models/frameworks.

Whilst it is now acknowledged that coaching is a powerful means of optimising personal effectiveness and delivering improved organisational outcomes, there is also growing recognition that coaching models can be adopted within different contexts across diverse groups of people, using different media. Cox, Bachkirova and Clutterbuck (2018) make reference to a number of coaching dimensions that can be adapted to suit specific circumstances (eg: solution-focused coaching and psychodynamic coaching).

Mentoring, on the other hand, is undertaken by those perceived to have the answers and expertise in a given area that is lacking by the mentee. Mentoring can be defined as providing "off-line help" to support individuals to achieve significant transitions / (gains) in the knowledge and thinking applied to work (Clutterbuck, Megginson and Bajer, 2016). It should be noted, however, that mentoring in today's VUCA world of work

can, again, be adapted to suit different contexts and environments (eg: guidance and support may not necessarily be “off-line” in that opportunities exist for mentoring to take the form of group sessions or shadowing).

Traditional definitions of mentoring frequently implied that the mentor had more knowledge and context-specific experience than the mentee and their role was to impart this knowledge and expertise over the longer term. By its nature, the implication is that a mentor is an older and wiser person within the organisation (Rogers, 2016), however, this is a view that has been turned on its head with reverse mentoring gaining in popularity in recent times, with organisations now acknowledging that the younger generations have different skillsets and expertise that can be imparted to older, long-standing members of staff, for example, younger workers having grown up in the digital age been best placed to assist older workers in adapting to technological advances which speaks more of a devolved leadership model that encourages independent thinking (CIPD, 2019b).

- 1.2 According to the CIPD (2019a), coaching and mentoring are development approaches that are frequently used interchangeably and rely on one-to-one interactions that are conversationally based and focused on improving knowledge, skillset or performance.

The Change Foundation (2018) put forward a number of shared underlying principles that they cite as governing coaching and mentoring if lasting and significant change is to be achieved, namely:

- The need for the mentor/coach to remain supportive and non-judgemental throughout the process, with both parties needing to be committed to the process and need for action.¶
- That goals are established at the outset and progress monitored (tracking how an individual is progressing in developing their personal competencies also enables the mentor/coach to identify the signs of any unhealthy dependency developing upon the mentoring/coaching relationship).¶

A critical success factor in devising successful mentoring/coaching relationships is the ability of the mentor/coach to gain a comprehensive insight into what the motivational drivers are for the change and the

person's related thought processes, skills and needs in this regard. It is, therefore, vital to observe, listen and structure questions in a manner that supports this and two of the highly regarded techniques that could be applied in these situations include the Ask/Tell Repertoire (Landsberg, 2015) and the PRAIRIE questioning framework included in a "Powerful Questions" Q&A session with Clutterbuck (2014b).

It should also be noted that both methods require participants to engage creatively and collaboratively in the process and utilise a variety of tools and techniques that best fit the context, for example, mentors may leverage their own network in order to facilitate an opportunity for their mentee to gain exposure in a different area of the business (eg: shadowing).

According to Connor and Pokora (2017), there are a number of differentiators between what is deemed coaching and what is defined as mentoring, namely:

- Mentoring tends to be more directive in nature in that if a mentor is endeavouring to equip a mentee with the skills to best position an organisation for a potential merger scenario, the mentor would be leveraging their skills and expertise and sharing that knowledge in a more prescriptive fashion. Conversely, coaching is supporting individuals to enhance or acquire skills to improve performance and involves coming alongside individuals and asking rather than telling.¶
- Mentoring is generally a longer-term proposition (typically 9 months to a year) and there is a certain aspirational context to the relationship with a culture of trust being devised over time between both parties as interactions go beyond just work or task-specific discussions and into the realms of the personal (eg: seeking to identify what particular drivers could be impacting the coachee's ability to maintain resilience in stressful periods). Clutterbuck (2014) advocates the use of "powerful questions" to get to the heart of issues.⌘

Further, the authors highlight the significance that the learning relationship plays in both coaching and mentoring and emphasise that it is the relationship that evolves as both the client and coach or mentor develop and change, which is key in delivering results and enabling people to reach their full potential.

Finally, given the disparity in how these terms are applied and that what is known as mentoring in one organisation could be deemed coaching in another, it is preferable to put semantics aside and focus on the common ground between both if sustainable benefits are to be achieved as a result of these interventions.

- 1.3 According to the UK Working Lives Report (CIPD, 2018), UK employees are of the view that trust and open and honest communication is lacking. As highlighted above, coaching / mentoring initiatives are well placed to facilitate improved employee / employer relationships through the two-way dialogue and demonstrative investment in people that coaching and mentoring programmes provide.

Whilst coaching shares similar traits with counselling, including being utilised as a means to engage on people's problems, counselling is an intervention that can be applied to situations where individuals are requiring support for significant and specific problems, which may include trauma (PTSD), mental health or dependency related issues (Starr, 2016). Coaching and mentoring, whilst being appropriate for facilitating an improvement in many of the softer skills that impact on how people present and deliver within the workplace (eg: developing resilience or enhancing self-awareness) are not designed to support people in managing life events that result in crisis.

Similarly, whilst one-to-one training could, on the face of it, resemble a coaching conversation, there are marked differences between the two. Coaching seeks to enhance knowledge and skills rather than merely transfer knowledge. Many training interventions are formal and structured and depend on telling the recipient what to do (for example, useful in instructing a new employee in the systems and processes of the organisation). Coaching on the other hand, is usually informal (more conversational) and retains a development focus and hence the focus is on asking rather than telling. Coaching would be appropriate in a scenario whereby a long standing employee was looking to identify how best to align their skill set to forthcoming opportunities for advancement within the organisation (Maestro, 2019). Given that coaching should be regular and ongoing, the coachee should retain the output of these discussions, in contrast to information imparted during training, of which, 90% is

forgotten within 24 hours according to the Ebbinghaus Forgetting Curve (Learning Solutions, 2014).

Coaching, in particular, has seen a significant growth in recent times as organisations seek to enhance their employee value proposition and equip their people to deliver the innovation and results that will see their organisation prosper. According to the International Coach Federation, the number of worldwide coaches has grown from 43,500 in 2012 to 53,300 in 2016 (Forbes, 2017).

There are, however, recognised issues with coaching initiatives being described as “relying on static competency frameworks” and this “cause and effect” mentality failing to keep pace with the dynamic context of business today and the VUCA world of work. Additionally, unlike one-to-one and other training initiatives or employee engagement programmes, coaching has been an area where organisations have historically been poor at determining coaching value. One proposition would be to utilise Kirkpatrick’s training evaluation model which measures reaction, learning, behaviour and results.

LO2: Understand the different ways coaching and mentoring can be implemented in organisations

2.1 Coaching methodologies are prevalent across most organisations today in some form and different models and theories can be applied within different contexts to support diverse outcomes at all levels of the business as follows:

- *Instant payoff coaching* – this is a useful tool when lacking the time or knowledge to dedicate to a coaching session and are seeking to solve a low level specific problem. It involves the coachee describing the issue and desired outcome and engaging in a conversation to identify the obstacles that are preventing a solution to the issue by categorising them into blocks that exist in the coachee, other stakeholders and the situation itself, prior to agreeing a way forward. This technique can be effective in building a coaching culture through informal chats and corridor conversations (Landsberg, 2003).
- *Transformational coaching* – this technique seeks to bring about significant change over the long term using narratives to tell a story, thereby creating a shift in thinking and feelings at each stage of the CLEAR process (Hawkins & Smith, 2013) and is more appropriate in situations requiring higher level outcomes, possibly at an executive level (eg: merging cultures following an acquisition of a smaller organisation by a multi-national conglomerate).
- *Executive Coaching* – is a partnership between a member of the senior leadership and a coach which is a longer term proposition with a focus on challenging and supporting the coachee to devise ways in which to become more effective in their role. Given the emphasis on behaviour and how this applies to leadership style, assessment and feedback tools are applied over the course of the coaching intervention with the aim of establishing growth in both personal maturity and wisdom (Cox et al, 2016).

When devising a mentoring programme, it is key to establish clarity of purpose (ie: why mentoring is being introduced, what the expectations are from the participants and their respective roles, plus the outcome being sought). Additionally, in their seminal research of how to create a coaching culture in organisations, Clutterbuck, et al (2016) have identified a number of schools of mentoring; developmental and sponsorship

mentoring amongst them and have cautioned business leaders to establish which is intended, as confusion regarding which course of action to pursue risks misalignment and conflict issues arising between participants and the organisation.

Examples of the types of mentoring that can be implemented are as per the below.

- Reverse mentoring* — this is a more contemporary approach to traditional mentoring and an effective means of connecting people with diverse backgrounds and experiences within the same organisation which can provide mentees with a fresh perspective/outlook (eg: BAME people mentoring white colleagues or LGBTQ people mentoring straight people) (Jolin, 2018).¶
- Cascade mentoring* — this form of mentoring works on the premise that mentors are more effective when experiencing mentoring from a mentee's perspective and are, therefore, encouraged to mentor a member of the community themselves in order to gain clarity and assist their mentor to better support them (University of Melbourne, 2012).¶
- Network mentoring* — recognises that people require mentoring interventions to support them in different ways simultaneously, eg: a person may have multiple mentors, mentoring them in different areas and over the short (eg: skills transfer) or longer term (eg: career change) (University of Melbourne, 2012).¶

Coaching too as a role to play in the mentoring relationship in that this personalised training can be utilised to support mentors in developing their skills and enhancing their effectiveness.

- 2.2 In the contemporary world of work, senior leaders are relying less on external coaches to help transform teams and departments and increasingly, the expectation is that line managers and leaders should utilise coaching skills to encourage learning and development throughout the organization, as well as to increase productivity (Connor & Pokora, 2017). This was an observation shared by the CIPD in their Annual Survey Report some 2 years earlier, which listed on-the-job training and in-house development programmes as being the most widely used and effective methods for development (CIPD, 2015).

Albeit that, by the nature of their roles, line managers are in many ways best placed to engage their direct reports in coaching and mentoring initiatives, specifically with reference to what Anderson (2009) defines as primary coaching characteristics (namely: in respect of development and performance criteria: feedback, planning and goal-setting) mature coaching characteristics, on the other hand, are akin to a more participative management style (ie: shared decision making and asking powerful questions) and may well require line managers feeling empowered to deliver effectively in these areas which would best be facilitated in an organisation that has a culture of high trust/low control, provides managers with the capacity to dedicate sufficient time to these endeavours and equips them with the skills to effectively unlock the potential of their teams. This requires line managers to be positive role models that engender trust and effective communicators (utilising active listening and powerful questions) in order to provide constructive feedback.

Considerations:-Line Managers fulfilling Coaching/Mentoring Roles
(Clutterbuck, 2012)

Pro's	Con's
Managers have an opportunity to create a coaching environment amongst their team and encourage people to share their development needs, thereby enabling upward and peer coaching.	Managers are required to balance the longer-term developmental needs of the employee with short-term task objectives.
People are more likely to approach their managers to request additional coaching if they identify a need in themselves, providing the manager has created a "safe space" for them to make mistakes.	There is a risk of managers and their team members reverting to "parent-child" roles during coaching conversations.
Given that coaching and mentoring takes time to embed, frontline managers can collaborate with their direct reports on a daily basis and over a sustained period.	Conflicting agendas could play a role in undermining the coaching relationship.

- 2.3 There are a number of points to establish prior to implementing a coaching or mentoring programme, namely, identifying the stakeholders involved and identifying the purpose of the initiative which, in turn, identifies the approach to adopt.

In terms of coaching, a key consideration when determining approach is whether to adopt a formal or informal approach (or a hybrid of the two). Research suggests that around 95% of mentoring relationships are informal (ie, unplanned, devised organically which the mentee self-selecting the person they wish to be mentored by with little input and/or training from the organisation), which is resulting in organisations (especially those fostering a coaching culture) looking to embed informal coaching in their every practice (University of Melbourne, 2012).

The next consideration is whether to utilise internal or external coaches and balancing the advantages / disadvantages of each. On the one hand, an external coach has the benefit of specialist expertise and is able to fully commit to the programme without any distraction. Furthermore, they are completely independent of the organisation and, therefore, not affected by any internal politics. The disadvantages include unbudgeted and potentially prohibitive cost, a lack of organisational knowledge and the risk that any proposed changes may not be suited to the organisation.

Conversely, internal coaches come without direct costs, have the insider operational knowledge of the organisation's culture / processes and established relationships with the coaches. It is this entrenched knowledge that could also prove a hindrance in the coaching relationship as coachees may feel restricted in terms of the questions they can pose in respect of established ideas and stifle creativity through fear that new ideas would not be well received.

Confidentiality and ethical practice are at the heart of any coaching or mentoring relationship and organisations are obliged to ensure that they are taking pro-active action in regards to how the relationship is structured whilst protecting any disclosures that employees may make during the process. One of the tools to apply in this regard is the coaching contract which can serve to outline how confidentiality will be upheld in respect of any operational disclosures whilst detailing any safeguards in place to ensure that duty of care is not breached (Cox et al, 2018).

Instilling ethical behaviours ensures that coaching relationships are based upon truth, openness and trust (Starr, 2011).

Whilst there is no one professional body in the UK, it is nonetheless best practice for organisations to have a code of practice in place that lays out the expected standards for the coaching process which could take the form of a service level agreement when securing the services of an external coach, whilst member firms of professional bodies (eg: International Coach Confederation) would need to agree to the ethical code laid down for the profession (Khurana & Nohria, 2008).

In terms of complying with GDPR principles, the coach / mentor would need to ensure that any confidential information in relation to the recipient is kept secure and processed fairly and lawfully, whilst only be retained for as long as necessary.

LO3: Understand the potential benefits of coaching and mentoring in organisations

- 3.1 Much of the research relating to coaching and mentoring supports the view that there are wide-ranging benefits for all organisational stakeholders as a result. In organisations that have created a coaching culture where coaching is embedded at every point of the employee life cycle, employees benefit from an intrinsic sense of empowerment which translates in an improved performance in the bottom-line (Jones & Gorell, 2018). This view is shared by (Hawkins, 2012) who highlights the enhanced individual, team and organisational performance that arises when a coaching approach underpins how managers engage and develop their people (which ultimately creates shared value for all stakeholders – customers and suppliers amongst them).

In their study of 100 coachees from 8 organisations, the IES (2013) were able to establish a direct link between improved levels of job satisfaction, which in turn, manifested in enhanced wellbeing and a measurable reduction in self certified absence across the organisations in question (for stress / anxiety), further strengthening the argument that a coaching / mentoring culture results in improved financial outcomes.

According to Whitmore (2017) and the Change Foundation (2018), there are multiple benefits to be gained from coaching and mentoring relationships as follows:

Coachee-/MenteeꝀ	Coach-/MentorꝀ
Enables connection, growth and development in line with defined career paths.Ꝁ	In the case of internal coaches-/mentors—insight is gained into the talent inherent in their teams.Ꝁ
Boosts morale and engagement levels.Ꝁ	Provides a sense of empowerment and increased sense of purpose.Ꝁ
Bridges the gap between educational theory and business practices.Ꝁ	Coaching-/mentoring enables collaboration and the generation of creative ideas which can result in business solutions being devised.Ꝁ
When applied during the induction phase, coaching-/mentoring supports a faster transition into the organisation.Ꝁ	Learnings can be attained in regards to communication techniques (questioning abilities, active listening).Ꝁ

An example of mentoring in action is the reverse mentoring scheme introduced at KPMG where colleagues of black heritage were connected with senior partners, thereby breaking down barriers and promoting inclusivity which had significant benefits for both sets of stakeholders (Jolin, 2018). The CEO for Education crowdfunder, DonorsChoose.org, has also created opportunity for employees to creatively engage with the organisation's value and followed through on an idea put forward by an employee for a matching contributions scheme involving teachers becoming fund raisers by being provided with a promo code to share with family and friends who wished to donate. This employee was provided with coaching by the senior management team who collaborated with her through coaching discussions to implement the scheme (Landles-Cobb et al, 2015).

3.2 Embedding a culture of coaching and mentoring across an organisation can positively impact the culture, processes and profitability of organisations.

According to Gallup (2019), only 15% of employees are engaged and 70% of engagement related variances relate to the environments that managers create. Coaching and mentoring programmes can be instrumental in positively impacting employee behaviour when managers act as "engagement creating coaches". These behaviours drive high performance and ultimately, favourable organisational outcomes. An example of how this translates into practice, is River Island doing away with annual appraisals in 2015 and replacing them with one-to-one coaching conversations and employee led career development discussions which has seen their workforce increase their knowledge / skills whilst the organisation has benefitted from increased levels of discretionary effort (CIPD, 2017).

Whilst contemporary research recognises the value of successful coaching and mentoring initiatives and the positive impact that this can have on the bottom line (CIPD 2019a), it should also be noted that the majority of organisations fail to "consistently and comprehensively calculate" the return on investment that these programmes can generate. According to Forbes (2015), this is an area that should be prioritised by business leaders

in order to evidence how coaching translates into demonstrable financial efficiencies (eg: a reduction in turnover costs).

This could be effected through the use of benchmarking and costing exercises utilised in assessing cost vs benefit of learning and development initiatives through:

- *Costing* – the direct and indirect costs associated with delivering a programme (including time spent by managers/recipients)
- *Benchmarking* - comparing and measuring the metrics associated with delivering the coaching and mentoring provision (including financial costs but also benefit and output gained as a result).

In a recent CIPD study, 96% of learning practitioners identified analytics as a priority area and with coaching and mentoring evolving as technology develops, innovative ways to coach and mentor the workforce (retaining a focus on methods that don't interrupt workflow / productivity, eg: "bitesize learning" CIPD (2019c).

Given the pace of change and innovation and the requirement for workforces to work agilely in a time of disruptive business models and change, it is highly possible that coaches will find themselves working in environments where AI plays a role. According to Clutterbuck (2019), coachbots have already begun to make inroads into the world of coaching and could prove far more effective at providing real-time coaching support that could facilitate people delivering against their organisational objectives in a quicker and more creative fashion.

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