

BA Leadership and Skills Management for the Workplace

The Harrods logo is displayed in a black, stylized script font. The word "Harrods" is written with a large, prominent 'H' and a long, flowing 's' at the end. The logo is centered within a light gray rectangular background.

NAME	DAMALIE H KAJUMBULA
STUDENT NUMBER	1604705
MODULE NUMBER	BMSK6005
LECTURER	JOANNA WALSH

Coaching and Mentoring Skills for the Workplace

Table of Contents

1.Introduction	3
1.1 <i>What is coaching?</i>	4
1.2 What is mentoring?	4
2.Why coaching and mentoring is essential in a Workplace	4
2.1 Similarities between coaching and mentoring	5
2.2 How is coaching different from mentoring?	5
3.How is coaching carried out in organisations	5
4.Models of coaching and mentoring.....	6
4.1 <i>The GROW Model</i>	6
4.2 <i>The ACHIEVE model</i>	6
4.3 <i>The OSCAR model</i>	8
5.0 Effective coaching and mentoring skills.....	10
Conclusion.....	12
References	13
Bibliography	13

1.Introduction

Mentoring consist of activities which involve identifying and nurturing an individual's potential regardless of how long or many times the goals set by the leaner may change with the leaner setting the goals and feedback at the same time as the mentor uses intrinsic observation to develop the leaner's understanding, insight and awareness of experiences learned. Coaching on the other hand focuses on improving an individual's skills in a area to boost performance in the short term, with the learner setting the goals and the coach managing the process according to Megginson and Clutterbuck (2005). Coaching and mentoring have mutual benefits to both organisation and individual as they allow people to develop communication skills and new approaches to addressing personal problems and improving individual performance at the same time widening the employees' wide of on different topics as stated by Mind tools(2015).

Case study: Harrods

Harrods in london is one of the most respeted and well know retail store in the world. It has been in existance for over 162 years bulding a reputation that is uniquely supported by strong brand values such as , innovation , service, luxury, sensetaion . Harrord has approximately five thousand employees of diverse nationalities dealing with over one hundred thousand clients during the day's peak hours.At Harrods, the management understand the need for can maintain the company's standards and reputation while dealing with the challenges that come with the job on daily basis. People seeking a prefferebly long rewarding and exciting career that is full of respect and responsibility. Therefore sourcing and retention of staff with the correct skill set and capabilites with potential of becoming future managers in the company is a big challenge at Harrods. Harrods in this sense has tow ork hard to counteract the negative perceptions associated with working in the retail industry. The notion that working in a shop requires low skills and does notpay well and yet one has to work long hours is something Harrods is very is aware of and combats by focusing on very high quality standards and there by rewarding the employees with a very good pay, respect and lots of opportunities for promo tion. It has seniors managers with vairous levels of qualifications and walks of life. And it ensure equal development of staff from the opportunities created by the company. As such Harrod belives that training and development are integral elements of business. It focuses on improving the employee's performance to facilitate the achievement of the company's business goals. It has a sales academy in which employees are coached in sales skills which in turn leads to an increase in the sales revenues of the company. To Harrods, giving staff opportunities to develop new skills ,qualifications and expertise is a practice the company believes to motivate employees. Altimately this help Harrod's employee retention plan to succeed beside indentification of he major competences reuired for the job to inform the recruitment process and attract the right candidates for the job (www.businesscasestudies.co.uk, 2019).

1.1 What is coaching?

Coaching is “unlocking a person’s potential to maximize their own performance by helping them to learn rather than teaching them”. Coaching as defined by Grant (1999) is also referred to by the Association of Coaching (2006) as a collaborative solutions focused, results oriented and systematic process in which the coach facilitates that the enhancement of work performance , life experience , self-directed learning, and personal growth of the coachee. However, coaching is to set and achieve goals to improve a behavioral performance which helps people to improve awareness.

Rolfe (2010) states that coaching focuses mostly on change whereby, he considers it as the science and art of ensuring that learning and development takes place in a personal one-to- one relationship, to ensure that coachee improves their competences and skills in the process. He added that through dialogue that are structural in nature, coaching is known to improve performance by enabling people set SMART Goals, with clear objectives expecting specific outcomes. Harrods started the Harrod’s academy to boost employee performance.

Coaching is relatively a short-term activity which consists of one to one development discussions aiming at specific issues or areas of both weakness and strengths and basing on that to provide the coachee feedback. Coaching enhances development of individual skills which focuses on improving performance and in the same way it is used to address a wide range of issues and activities in the organisation and individual goals which is time bound. Another essential point is that coaching a non-directive forma of development with a skilled activity of personal issues which may be discussed abut emphasising work performance according to the Association of Coaching (2006).

1.2 What is mentoring?

Mentoring is a long-term career relationship from someone with experience helping to shape and individual’s beliefs and values in a positive way. One could say that, it is a tool for supporting long-term personal development. The traditional interpretation of mentoring in workplace tends to describe mentoring as a relationship in which a more experience colleague uses their greater knowledge and understanding of the work to pass on support, advice and guidance to enhance the development of the junior or unexperienced members of staff (Whitemore, 2009).Mentoring is a tailored form of development used specifically and separately for individuals to bring benefits to the organisation. It is characterised as an essential supportive form of development which focuses on helping an individual to manage their career and improve their own skills.

2.Why coaching and mentoring is essential in a Workplace

Because coaching consists of actions which focus on the development of skills, motivation and enabling employees to have a clear and understandable view of role played by both the organization in the success of the organisation, Managers in work place are expected through these actions to identify the coaching needs of an individual and give them the necessary support and guidance to improve their performance according to (Connor and Pokora, 2012). Mentoring on the other hand in form of succession planning concentrates on training promising individuals in a workplace in order to progress their careers as stated by Groves (2007). In the case of Harrods, there is a succession plan I place.

2.1 Similarities between coaching and mentoring

Coaching and mentoring does not have inflexible aims and therefore, once the protégé's goals are reached, and the desired behavior is achieved, the coaching and mentoring activities may change from time to time until both the coach or mentor and the protégé is satisfied with the outcomes and this makes coaching and mentoring evolve all the time (CIMA Technical briefing, 2008).

Both activities are not directly linked to the line managers in the sense that they may not be informal but just honest and open relationships between the coach or mentor and their protégé, where by the accountability partner is the coach or mentor working in the best interest of the protégé. Furthermore, in both relationships, the coach or mentor does not teach or solve the learner's problems but instead asks questions focused on enhancing the protégé to make informed decisions by building more self-awareness (CIMA Technical briefing, 2008). For organisations trying to improve their quality of business, challenge competition on a global level, reduce their employee turnover, manage work design changes, assimilate technology into day to day running of business and initiate social change, employee development has now become an important element of their business (Noe *et al.*, 2007).

2.2 How is coaching different from mentoring?

Despite the short- term task based in coaching and long-term relationship in mentoring, the skills and approach are the same, as they specifically focused and effective forms of developmental relationships according to Whitemore (2009). In coaching the emphasis is on performance at work whereas mentoring activities have both organisational and individual goals in which personal issues can be discussed more effectively.

Individual differences exist between coaching approaches for example on the basis of purpose in terms of skills, performance, development or executive agenda, coaching involves the development of the person's abilities and skills to improve job performance, capacity building and development of personnel skills in management (Barton,2008) and facilitating the development of self-efficacy in the executives in a work place (Baron and Morin, 2010). Unlike coaching approaches, mentoring approaches differ one from another on the basis of duration and focal points such as diversity, executive or peer mentoring (Zachary, 2011) with a focus on enhancement of already well performing executives, addressing diversity issues and encouraging those with similar experiences to learn from one another according to Garvey *et al* (2009).

3.How is coaching carried out in organisations

Coaching is used in organisations to bring about change, learning and development on a personal level and others by engaging in one to one training skills programs and competences. According to research, coaching can change and staff in a major way if carried out in a structured way, which is strategically planned involving SMART goals, evaluation of outcomes and objectives (Rolfe, 2010).When considering a coaching program, it is important to establish the need for the program even when some members in the organisation understand the need for coaching and mentoring, some will not find it important at that time. It is at this point that the organisation needs to explain the benefits of coaching to the staff such as improvement of employee performance (Ramey-Renk, 2017).

When launching a coaching program, Wilson (2011) discourages the practice of training a trainer. This is where an external coach come in to train internal trainers who then become the internal

coaches and coach others within the organisation. Being, having and teaching coach skills are all different areas which require different approaches, and each does not necessarily complement the other. However, mentoring takes a different approach from coaching in terms of what each program focuses on and how long the processes take. Mentoring can therefore be divided into diversity, peer and executive mentoring according to (Zachary,2011). In executive mentoring the focus is on those executives of the organisation that area performing well to be mentored for future leadership roles.

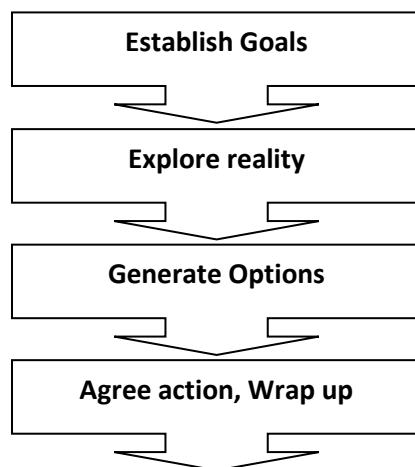
Diversity mentoring focuses on the resolution of diversity problems in a workplace, whereby the high performing workers are encourage to manager their ethnic and cultural difference in order to excel in the work place. Maximizing the differences in culture enables workers to reach their full potential. Peer monitoring on the other hand is not like the traditional forms of mentoring because here workers lean from other workers with the same experience and in the process, skills and knowledge are shared to ensure effective development of all (Garvey etal., 2009)

4.Models of coaching and mentoring

4.1The GROW Model

The GROW (goals, reality, options, wrap up) Model is a structured approach to discussing about coaching with leaners who are more experienced in nature. This approach can be a complicated for less experienced leaners as control of the process is mostly placed on the leaner and the coach become less directive in his approach according to CIMA Technical briefing (2008).

Figure 1: The GROW model



Source: (Whitmore,2002)

4.2 The ACHIEVE model

This model was developed from the GROW model although it is more flexible than the GROW model. It was developed to cater for the leading executive in the organisation to be able to achieve results from to the coaching and mentoring. Its increases the trust between the coach and the executives by improving on the level of understanding of the methods deployed in setting goals and solving problems (Dembkowski & Eldridge, 2003). Furthermore, the ACHIEVE model is made up of 7 stages listed below; Assessing the current situation, Creativeness, honing goals, initiating options, Valid design of action programme, and encourage momentum as see in figure 2 below.

Figure 2. shows the ACHIEVE model



Source: Business balls (2019)

Asses the present situation

The mentee is encouraged to reflect in their present situation at this stage in order to increase their self-awareness, goals, surroundings and action for the future. It helps them understand how they got to that present situation, the actions or mistakes they made and the different emotional responses they initiated in those around them.

Creativity stage

At this stage the mentee's perspective widens to develop ideas that may lead to behavioural change and innovative solutions to their present challenges. In some cases, the person's perspective reduces under extreme stress, leading to tunnel vision. The main purpose of creativity stage is to open the mentee's mind and explore the available solutions that the mentee could not see before then. Broadening the mentee's perspective stops them from repeating the same mistakes and there by living in the same cycles. This leads to setting actions and goals.

Honing goals

Here the mentee sets SMART goals from the solutions generated in the previous stage. After these goals have been set, they are redefined and feed back is shared between the mentor and the, mentee. Sometimes people don't know what they want and instead focus what they don't want to happen. The coach makes sure that all negative thinking is blocked out and the formation of goals becomes the focus.

Initiating the generation of options

Specific steps to achieve the set goals are considered at this stage. The mentee is assisted with coming up with solutions instead of just one single correct solution. The amount of options at this level must be more than focusing on the quality of ability to achieve one of the options.

Evaluating the options

Here the generated actions from the previous stage are analysed and priorities are set. At the level the coach starts the job of guiding the mentee into a certain direction or directions. It is important to define the objectives so that the set goals look achievable. Although the coach may be at an executive level, they should encourage the mentee to go through all the necessary steps as they evaluate the mentee.

Validating the designed action plan or programme

At this stage options are turned into actions. Analytical approaches to used in the breakdown of the goals into smaller goals and having the mentee commit to the action plan through the process of setting achievable goals and deadlines in form of writing. The mentor guides the mentee into their place of confidence so that they can overcome the challenge of failing to apply the developed skills and knowledge during the program.

Encouraging momentum

The last stage is about encouraging the mentee to maintain momentum towards the goal and the coaching sessions. Because it is hard for the mentee to stay motivated before they achieve a goal. The mentor or coach have a duty to keep encouraging the mentee to achieve the goals they can see. The encouragement helps the mentee to meet the set goals and get a sense of fulfilment. Making small changes at time is the way to stay on the plan of achieving larger long-term goals. (Businessballs, 2019).

4.3 The OSCAR model

The model was designed by Andrew Gilbert and Karen Whittleworth as a flexible development tool for people at senior levels of management to acquire skills and knowledge they could use on their team. It stems from the popular original GROW coaching model famously applied in the 1990s. This model originally came to light in 2002 under the guidance of Andrew Gilbert and Karen Whittleworth, with the aim of helping managers to adjust to the cycle of the development coaching style for the benefit of both the company and their teams (Businessballs, 2019). The model operates on the assumption that once the factors in the model are satisfactorily understood and applied on the coachee, then the demonstration of effective coaching will be achieved as shown in figure 3 below.

Business balls (2019) made a breakdown of the OSCAR model in the following format below;

Outcome

The desired outcome together with the length of the session, should be discussed in the first meeting between the coach and the coachee. With this the longer-term goals of the mentee are discussed and set. The coach may ask questions like, what is it that you want to achieve from these sessions? what are your long-term goals? and after achieving your goal, how do you feel and what does it look like?

Figure 3. Shows the OSCAR model



Source: Businessballs (2019)

Situation

This involves finding out the capability, skills set, and level of Knowledge that the mentee is at and engaging them for the purpose of knowing the reasons as to why they are at that level. The goal is to make the mentee aware and understand their present situation as well as the feelings surrounding them and the impact it is placing on both their peers' lives as well as their own. A series of questions can be asked at this stage, such as;

- What you're your feelings about your current situation?
- How far are your goals in relation to your present situations?
- Tell me what has been going on in your life lately?
- What is your impression of your peers' feeling about your present situation?

Choices/consequences

The mentee can explore all avenues of attaining their set goal. This may include taking short- or long-term courses so that they are trained in the particular area they are lacking. It is important to discuss both the choices to be undertaken in achieving a specified goal together with the consequences that follow after making the choice. And therefore, the mentee has enough room to let go of the choices that are impractical or simply difficult and zero down on to working with an avenue that leads to their long-term goals. At this stage, the coach or mentor may ask the mentee or coachee the following questions below;

- What are the available actions to take at the moment?
- Do you know of any of the consequences of taking a particular choice?
- How does it affect other people?
- Which of the choices does not have severe consequences?

Actions

At this level, finding areas which need to be improved and how to make the improvements is paramount. It is important to first focus on the immediate achievable targets for the mentee to work towards. The acronym SMART may serve the purpose of a checklist for actions that have been come up with for this session time. The selected action must be near their current level of situation, motivational enough and achievable so that the mentee is able to work towards achieving the without getting demotivated. They should be specific, realistic deadlines and able to motivate the mentee to work towards the goal and milestones should be set along the way to help the mentee to measure their progress. For example, the mentee may enrol for a short course of find one that would best fit their needs and the required support during the process may be identified aswell. At this stage the mentor or coach may ask questions like;

- What actions do you plan to take immediately?
- When do u want to take the actions?
- Do you have any one to support you during the process?
- Are you motivated enough to take actions?

Review

At the review stage the coach maintains regular meeting with the coachee to evaluate progress and make sure that the coachee does not lose focus. The coach also may offer support if required. These reviews sessions are based on the timelines set for each task in the action process, and should the mentee be found off track, the need to re assess the long, and short- term goals using the OSCAR becomes essential. The coach may ask question like these below during the review meetings.

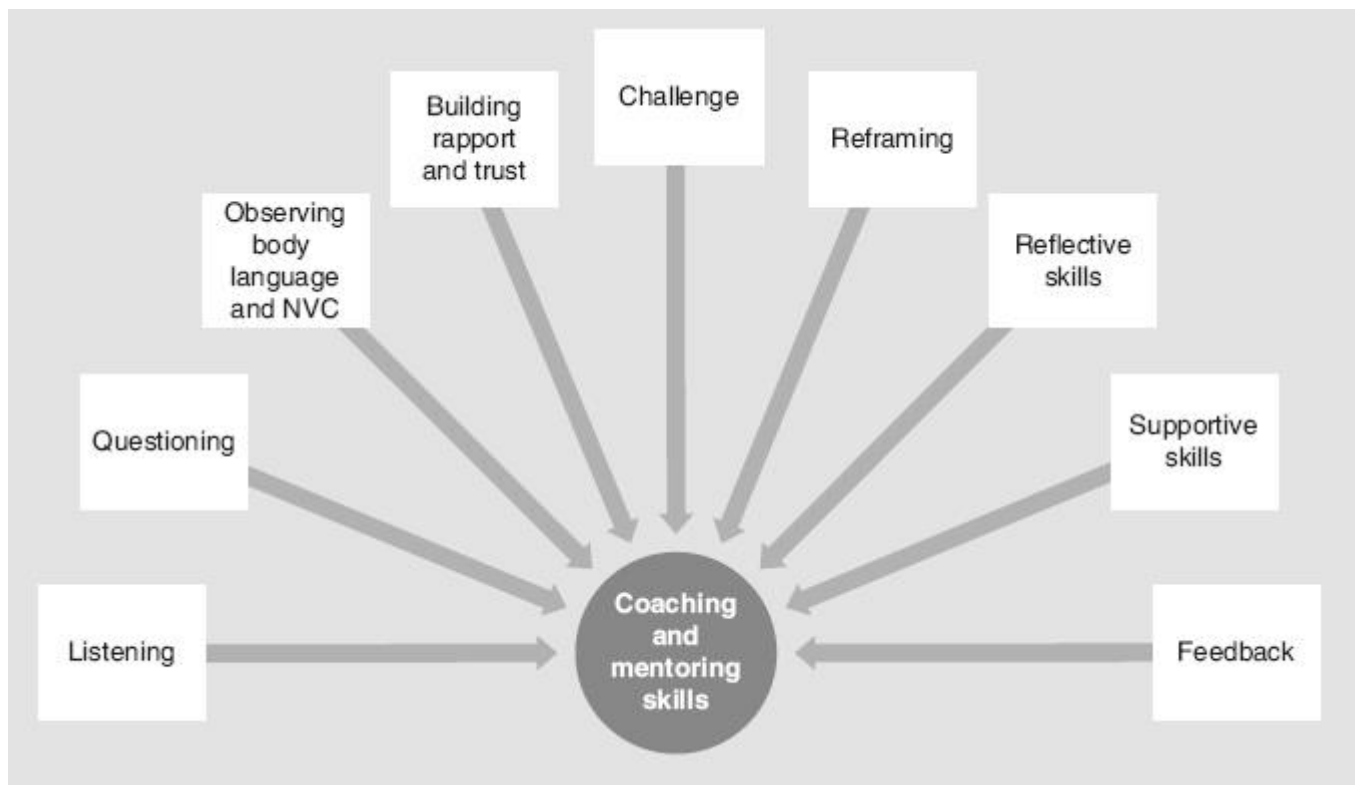
- In which ways would you like to have your progress reviewed?
- When would the best time be to review your progress?
- Do you feel your actions are moving towards your goals?
- Is the motivation to take the said actions still there?

5.0 Effective coaching and mentoring skills

Both the coach and mentor have overlapping skills where by they both act as critical friends using different approaches with a coach focuses on using a feedback approach whereas the mentor relays on questions approach, with a coach presented as a specialist working on particular goals with his protégé for example a fitness trainer whereas the mentor is in most cases in the same career as the protégé (CIMA Technical briefing, 2008).The essential mentoring skills according to Wallace & Gravells (2007) include: Building rapport, listening, reflecting questioning and summarising back and even more as shown in figure 4 below.

Coaching skills are now an integral part of today's workplace. Managers enhance performance, wellbeing, and steer change within individuals and the organisation by having engagement session with workers where they carry out coaching according to the (Chartered Institute of Personnel Development, 2004).

Figure 4. Shows coaching and mentoring skills



Source: Dent & Brent (2015)

Interpersonal skills

Several researchers have developed lists of skills required for effective interpersonal communication (Chant *et al.*, 2002). Interpersonal skills are very important when it comes to coaching and mentoring. These interpersonal skills are referred to as a set of required skills to aid communication between an individual or a group of people. For an individual to have effective interactions with others, they need to have good verbal and nonverbal-communication skills, listening skills, self-awareness, assertiveness, and ability to reflect (Rungtadiachy, 1999, p.193).

Rapport and trust building skills

For interpersonal relationships including coaching and mentoring, to succeed, rapport has to have been established in that relationship, taking centre stage (Bickmore, 2001). The development of trust is essential in creating a coaching and mentoring relationship (Sipe, 1996). This takes time as do both parties involved in the relationship through rapport to find a connection and that keeps the trust going (Buskist & Saville, 2001).

Leading skills

Mentors and coaches need to have knowledge and the ability to solve problems and well as make sound judgements, skills that every leader must have according to Mumford *et al* (2000). Without the ability to lead, it is impossible to make the effective transfer of the desired skills on to the coachee and the mentee. Orth *et al* (1987) emphasises the need for manager to create a conducive environment for coaching as well as developing the required skills to effectively coach their performance and widen the workers' capacity as their performance improves as well.

By serving as mentors, managers can help employees expand their capabilities and improve their performance, but first a manager must create the proper climate and develop the specific skills needed for effective coaching. (Orth *et al.*, 1987)

Observational Skills

The ability to monitor a mentee's performance in relation to the goals is a must have skill for every mentor. It is the job of the mentor to observe and identify opportunities that may be beneficial to the mentee in terms of improving performance and therefore encourage the mentee to try out the opportunities ; hence the need to observe staff performance and behaviour on a day today basis (Orth *et al.*, 1987)

Conclusion

Coaching and mentoring have now become essential in all industries and everywhere. Whether within the religious, culture or business situations, the practice of coaching is practiced both voluntarily and involuntarily. The existence of these programmes on both formal and informal levels has created opportunities for leaders in all aspects to arise and at the same time improve performance especially in the workplace where identification of skills and potential that is worth developing is very important. It is from coaching and mentoring of many workers in a workplace that leads to innovation, succession planning and therefore worker's retention. This has contributed greatly to the development and success of many companies into the practice of mentoring. The programmes come with numerous benefits which if maximised can lead to tremendous business growth. However, mentoring may also have a negative side where the mentor and the mentee are not compatible, lots of time and resources in form of time or even physical may be lost.

References

- Bickmore, T. and Cassell, J. (2001) "Relational Agents: A Model and Implementation of Building User Trust", ACM CHI 2001 Conference Proceedings, Seattle, Washington.
- Buskist, W. and Saville, K.B. (2001), "Rapport-Building: Creating positive emotional contexts for enhancing teaching and learning", American Psychological Society Observer, Vol. 14 No.3, pp.12-13.
- Clutterbuck, D. (2008) "What's happening in coaching and mentoring? And what is the difference between them?", *Development and Learning in Organizations*, Vol. 22 No. 4, pp. 8-10.
- Connor, M., & Pokora, J. (2012) *Coaching and Mentoring At Work: Developing Effective Practice: Developing Effective Practice*. USA: McGraw-Hill International.
- Chant, S., Jenkinson, T., Randle, J. and Russell, G. (2002) "Communication skills: some problems in nursing education practice", *Journal of Clinical Nursing*, Vol.11 pp. 12- 21.
- Dent, F. and Brent, M., 2015. *The Leader's Guide to Coaching & Mentoring: How to Use Soft Skills to Get Hard Results*. Pearson UK.
- Dembkowski, S. and Eldridge, F. (2003) Beyond GROW: A new coaching model. *The international journal of mentoring and coaching*, 1(1), p.21.
- Garvey, B., Stokes, P., & Megginson, D. (2009) *Coaching and Mentoring: Theory and Practice*. UK: SAGE Publications Ltd.
- Groves, K. S. (2007) Integrating leadership development and succession planning best practices. *Journal of Management Development*, 26(3), 239-260.
- Mumford, M.D., Zaccaro, S.J., Connelly, M.S., and Marks, M.A. (2000) "Leadership skills: Conclusions and future directions", *The Leadership Quarterly*, Vol.11 No.1, pp.155–170.
- Noe, R.A., Hollenbeck, J.R., Gerhart, B.A. and Wright, P.M. (2007) *Fundamentals of human resource management*.
- Orth, C.D., Wilkinson, H.E. and Benfari, R.C. (1987) The manager's role as coach and mentor. *Organizational Dynamics*, 15(4), pp.66-74.
- Ramey-Renk, J. (2017, March 29). Building An Internal Coaching Pilot. Coach Federation. Retrieved from <https://coachfederation.org/blog/index.php/8167/>.
- Rungtadiachy, D.M. (1999) *Interpersonal communication and psychology for health care professionals: Theory and practice*, Butterworth-Heinemann, Edinburgh.
- Rolfe, J. (2010). Change Is A Constant Requiring A Coach. *Library Management*, 31(4/5), 291-303.
- Wallace, S. & Gravells, J. (2007) *Mentoring* 2nd ed., Exeter: Learning Matters.
- Whitemore, J., (2009) Unified communications for the enterprise: hosted VoIP or cloud communications. *Smoothstone IP Communications*. <http://www.westipc.com/blog/2009/06/04/hosted-voip-or-cloud-communications>.
- Wilson, C. (2011). Developing a Coaching Culture. Industrial anStart reference list here using APA, 6th edition, formatting, but with full justification instead of left justification.
- Zachary, L. J. (2011) *The mentor's guide: Facilitating effective learning relationships*. USA: John Wiley & Sons.

Bibliography

- Antal, A. B. (1993) Odysseus' legacy to management development: Mentoring. *European Management Journal*, 11 (4), 448-454.
- Baron, L., & Morin, L. (2010). The impact of executive coaching on self-efficacy related to management soft-skills. *Leadership & Organization Development Journal*, 31(1), 18-38.
- Barton, K. (2008) *Reflections from a Business Coach*. USA.

Stone, M. F. (2007) *Coaching, Counseling & Mentoring: How to choose and use the right technique to boost employee performance*. USA: AMACOM

Tansky, J. W., & Cohen, D. J. (2001) The relationship between organizational support, employee development, and organizational commitment: An empirical study. *Human Resource Development Quarterly*, 12(3), 285-300.

David, S. (2005) "Integrating an emotional intelligence framework into evidence-based coaching", in Cavanagh, M., Grant, A.M. and Kemp, T. (Eds), *Evidence-based Coaching (Vol. 1): Theory, Research and Practice from the Behavioural Sciences*, Australian Academic Press, Bowen Hills, pp. 57-68

Graham, S., Wedman, J.F. and Garvin-Kester, B. (1994) Manager coaching skills: What makes a good coach?. *Performance Improvement Quarterly*, 7(2), pp.81-94.