

Skills for the Workplace

Module Assignment Submission

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Introduction

The focus of this report is to discuss the significance coaching and mentoring skills have in a workplace. Generally speaking, there is no specific definition for the terms coaching and mentoring, however, various authors of leadership and management reports have defined it as common knowledge to enhance, improve, develop and monitor the skills and abilities of individuals and groups in an organisation. According to MacLennan (2017), coaches and mentors generally inspire people to want to do, as opposed to directing people to do. That said, the direction is still vitally important for any organisation, as a clear vision of objectives, are what the leader gives to help the employees reach their goals (Garvey et al., 2008).

As a Director of Emiluka Consolidated UK LTD (ECUK), a company founded over a year ago, it was agreed that coaching and mentoring would be useful and effective tool to be implemented in the organisation. However, there are some barriers that limit the coaching and mentoring activities, which will be elaborated and discussed in this report.

The author will further explain the similarities and differences between coaching and mentoring, and critically evaluate the Grow model, and also, how these principles can be applied not only in an organisation, but in general daily activities. The author will critically analyse how it can be effective, plus how it can be non-effective if the basic principles are not put in place. The author will then conclude with recommendations, and summarise the findings of coaching and mentoring in ECUK.

The Purpose of Coaching and Mentoring:

In recent years, coaching and mentoring models, tools and techniques, have evolved and expanded at an exceptional rate. The growing interest has been developed to the extent that all sectors around the world are using it for a variety of purposes (Garvey et al., 2008, Conner and Pokora, 2007). The main purpose of coaching is to develop, enhance and improve the performance of an individual or team (Whitmore, 2010). This involves either the enhancement of skills currently within the individual or group, or acquiring new ones to equip you for the future. Payne (2007), explains that communication is essential, and without this, coaching is pointless. According to Dale and Fox (2008), a leader may not necessarily be a good manager when it comes to

planning, directing, executing and coordinating managerial functions. Nevertheless, a leader should be able to demonstrate their ability regardless of their managerial responsibilities, by empowering their employees to take ownership of projects.

Coaches have the ability to engage the individual, and get them to contribute more effectively within a team. This engagement helps increase team spirit and evidently increase productivity too, as in the well-known Team slogan, “**T**ogether **E**veryone **A**chieves **M**ore”, the author added the Working slogan, “**W**ith **O**utlined **R**ealistic **K**nowledge **I**ncorporating **N**ecessary **G**oals” (Ojugo, 2019). As a coach and Director, I have found that coaching is not just about improving skills, it goes much deeper. Through coaching, an individual can learn, not only about others, but more to the point about themselves, what they are good at, and their limitations (Kumar and Meenakshi, 2009). This can help considerably, as you can find out how you are perceived by others and improve on areas that will have a positive impact on their lives, and most especially your own (Driver, 2011).

Motivational skills are vitally important, particularly in a leader, as their behaviour generally has an impact on the team, and it is extremely important when building and boosting morale (Weiss et al., 2002 ; Brief and Weiss, 2002). Coaches should be mindful and use their brains to only assist when necessary to do so, as sometimes coaches must take a back seat to allow those around them to get better (Bennis, 1998). Coaches, mentors and leaders know the importance of being emotionally intelligent and know who to delegate certain tasks to get the best out of the individual, and their team. Being fair and unbiased is essential for keeping team spirit (Brennan and Wildflower (2011).

Kouzes and Posner (2007), explain in their five practices of Exemplary Leadership, that the more the individuals feel empathy about the coach, and a sense of belonging to the organisation, the outcomes are generally positive. Coaches have a vision, and by investing in the human resources (people) setting aside egos, coaches will also act as leaders, and generally will find they can accomplish far more when the team is working in tandem (Goleman, 2009). Organisations that build a culture whereby everyone feels like they are contributing, a leader find that their staff are more passionate about their jobs, and would go the extra mile to drive the business forward – everyone involved will feel a sense of achievement (Bennis and Nanus, 2003). A number of CEO’s will testify to that, Allison Brittain of Whitbread, is one exemplary leader who

springs to mind. There are a number of benefits to coaching and mentoring, such as, the employee will benefit from specific knowledge about the organisation's culture, values, and norms, especially when the information is informal and difficult to obtain from traditional sources (Rhoades and Shepherdson, 2010). Coaching and mentoring, once practiced to perfection, enhances the skills of the individuals, and when synergised, brings additional benefits that one could not even imagine (Renton, 2009).

Coaching and Mentoring Similarities and Differences:

The terms coaching and mentoring are considered as two areas of practice which have large areas of similarity, and generally they do overlap (Darwin, 2000). Mentors are deemed to be more effective if a coaching style is adopted appropriately (Darwin, 2000). This was evident when mentoring teams in ECUK, as mentors implementing the coaching skills learnt over the years, generally get better outcomes from their mentees. Knowing how to transfer these skills to the mentees is fundamental to establishing an effective relationship between mentor and mentee. However, it could also be argued, that effective coaching also relies on wisdom and prior knowledge as much as mentoring. According to Connor and Pokora (2012), the debate about the similarities and differences between coaches and mentors, will likely never cease. Evidently, some organisations will refer to a mentor as a coach and vice versa. That said, Connor and Pokora (2012), define these two terms as a learning relationship, which when used appropriately, encourages and helps people unlock their hidden potential.

According to Hayward (2001), learning mentors have had a phenomenal impact on individual students' lives. Students that were not focused and lacked morale and self-belief, have been transformed into higher achieving, self-motivated, and fully confident students, who now have a purpose and a vision to succeed. Mentors and coaches ultimately want to develop and direct the individual to realise their full potential (Leedham and Parsloe, 2016).

Generally speaking, mentoring and coaching practices are seen as the same thing. However, some of the activities are slightly different, so it is imperative that organisational management should be transparent and clear about the concepts of both practices, and ensure they are implemented, performed and applied correctly to get the best results (Connor and Pakora, 2007, 2012).

Mentors are mainly subject matter experts who tend to share personal perspectives with the mentee (Calantuono, 2012), whereas coaches are generally process experts, although they do also share personal experiences and perspectives (Calantuono, 2012). Mentors tend to focus on what they know, and share explicit knowledge to the mentee, by way of the teaching paradigm, this way, the mentor does most, if not all the talking, while the mentee listens (Waterman, 2013). Mentors focus on developing the mentee, and draw on past experiences to help stimulate the mentee (Waterman, 2013). On the other hand, a coach uses a questioning paradigm whereby both coach and individual(s) interact by talking and conversations. In this way, the coach's questioning, probing and listening, are structured to get a better picture, and a clear understanding of the individual. Mentors usually (depending on the individual), tend to be long-term, and in some cases, this mentor-mentee relationship can last for more than a year. Typically, the coaching time span is on average between three to twelve months. However, in the world of football, a coach can be at the helm for 20 years or more, as demonstrated in Arsenal with Arsene Wenger, who incidentally was not just a coach, but a manager, mentor and father figure – an all in one multi-modelled style - in football terms, will likely not be seen again. Mentors typically meet once a month, as opposed to coaches who usually meet once a week or fortnightly. In some cases, both mentors and coaches can meet the individual on a daily basis depending on the circumstances and style of the relationship between both parties (Waterman, 2013). Mentors are generally speaking quite moderate in costs. In fact, most companies will not cost the mentor anything since the mentors tend to be within the organisation (Waterman, 2013). Whereas, coaches tend to be outsourced, hence the organisation could be charged a considerable amount of money (Renton, 2009). Although, some organisation also have in-house coaches.

There is a famous metaphor that states, if the mentor teaches the individual to fish, equally the mentor will assist the individual to locate or reach the desired location or goal. Whereas the coach would help the individual to decide if fishing is necessary or important to them, and if that be the case, the coach will then assist them to find the best techniques, and to utilise them to achieve the desired outcome (www.knowyourphrase.com).

As outlined above, mentoring and counselling, in practice in the workplace, they are used interchangeably, however, traditionally, mentoring has tended to describe a relationship in which a more experienced colleague used their

greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff (Garvey et al., 2008).

Nowadays, it can be hard to draw a clear distinction between coaching and counselling, not least because many of the theoretical underpinnings of coaching are drawn from the worlds of counselling and therapy (Western, 2012). For the purpose of managing coaching services, the key distinction to be drawn is that coaching is for those who are psychologically well, a coach should be able to recognise when an individual is so distressed by personal or social issues, that he or she needs to be referred to specialist counselling or other support (Boreen et al., 2009).

Neuro coaching presents both an opportunity and a challenge for the modern CEO, entrepreneur, director or founder of a business. This specialised style of brain-based coaching is the scientific study of the brain, and the rest of the nervous system. Using the latest insights into how the brain works, brain-based coaching is a new clever approach which amplifies the principles and practices of coaching. Subsequently, this creates yet another powerful coaching technique that can bring positive changes for the individuals involved. Neuro coaching, in a nut shell, transforms lives, because the brain is so powerful, it can be reshaped to enhance the way one thinks. This is not hypnosis, but merely tapping into parts of the nervous system, to focus on any hindrances that may be blocking the individuals' progress.

Coaching and Mentoring Processes: Skills, Knowledge, Attitude and Behaviour:

According to Dilts (2018), individuals and organisations may vary on development activities in different forms, however, these activities are carried out by managers, and sometimes organisations choose the concept of internal and external mentors and coaches.

In this study, Robert Dilts defines the following process for coaching and mentoring:

Guiding: This is the process which leads individuals and groups within the organisation from their current state, to the desired state in their personal and professional life, whereby the leader shares the vision, and outlines the steps it

will take to reach the desired journey. The individual sets out on the journey, critically considering the best way possible to reach the destination (Dilts, 2018).

Coaching: is the process of improving, enhancing and maintaining another person's awareness about the deficiencies in his or her field and area of work. The coach or leader, then sets a target for that individual or group to achieve and improve on their competencies, and certain behavioural performances (Dilts, 2018).

Teaching: is the simple process of assisting individuals and groups by an expert person, to help develop and improve the skills, and learning knowledge about a particular person, place or thing (Dilts, 2018).

Mentoring: helps to shape an individual's beliefs and values in a positive way, often over a longer period of time compared to coaching (Dilts, 2018).

Downey (2003), places emphasis on the importance of intent which he describes as the inner game of asking the right question, and acquiring the right skills or competencies. The intent is the purpose of the coach when deploying one or more of these skills. These skills are made up of self-awareness, which is important, as it enables the coach to minimise any preconceptions they may have towards the individual. Listening is arguably the most important ingredient in coaching. To be honest, without listening, how will you be able to communicate effectively? Without listening, it is impossible to explore goals and set up action plans to suit the individual. Generally speaking, listening skills and good communication are necessary for any organisation to function correctly. Leaders, coaches and mentors must know that without listening, relevant questions cannot be asked and the moment is lost. By listening to the individual's responses to probing questions, the coach will be able to correctly ascertain the appropriate techniques to use to explore and realise perceived and real limitations and goals. Can you imagine someone talking to you and feeling ignored? It can be seen as rude and will limit progress. Therefore, it is imperative as a coach to have attentive listening skills, because everything that happens in coaching depends on it. Listening is of fundamental importance as it is the process of discussion and negotiation upon which coaching is formed.

Counselling: is described by Dilts as the process of helping an individual(s) to improve performance by resolving situations from past experiences (Dilts, 2018).

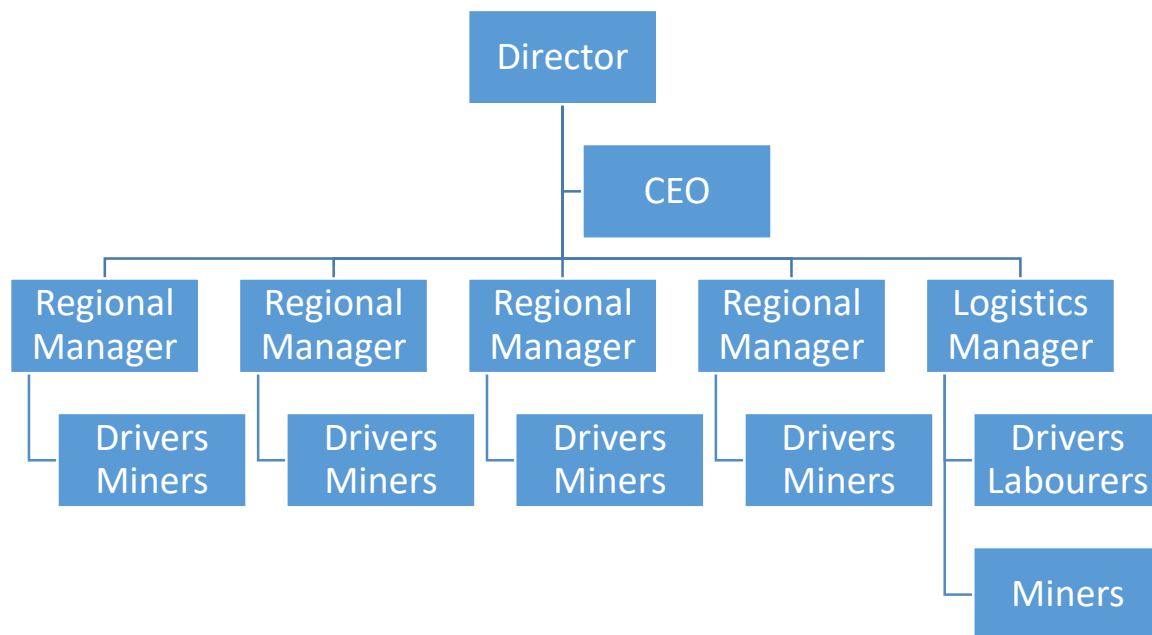


Figure 1: Organisational Structure for Emiluka Consolidated UK Limited

The Company

Emiluka Consolidated UK Ltd (ECUK) is a branch of Emiluka Group with other subsidiaries mandated to ECUK such as Emiluka Oil and Gas, Qosina, Abundass Integrated Resources Ltd. ECUK, are proud to be innovators of the highest standard, using cutting-edge technologies to lead the Mining, Agriculture, Construction and Research industries forward. Through meticulous and reliable work, ECUK has become known as a strong supplier in the world global market of non-ferrous and ferrous metals (www.info@emiluka.co.uk).

ECUK are also in the business of the cultivation of plant food, fibre, biofuel, medicinal plants and research of other products used to sustain and enhance life. Currently, ECUK has exploration mining licences issued by the Ministry of Steels and Mines Cadastre Office, giving ECUK full rights and access to the

mining sites for the foreseeable future. Community Chiefs and district heads are also kept up to date of the operations carried out in their area.

The Ownership

The company is structured as a limited company.

The Management

ECUK is run by CEO Alhaji Abdul-Rakim based in Abuja FCT Nigeria. His roles are to organise Emiluka Groups activities with the Nigerian government and the communities, maintaining a good relationship with the people and aid in providing basic infrastructure in our mining communities.

Chief David Ojugo, ECUK's company Director heads the London UK office. His roles are to take care of Finances, Investments and Management. Chief Ojugo is also responsible for attracting foreign investment and marketing ECUK products to potential clients and investors.

Currently ECUK has four (4) Regional Managers (1) Logistics Managers and 20 workers that is made up of miners, drivers and labourers

Emiluka has adopted the employee strategy of giving bright intelligent women the opportunity to manage our affairs, with (4) four out of (5) five company managers being female which are based strategically around the country.

In the North, ECUK have our metals mining and collection centres, also to the Eastern Region of Nigeria and to the South-South and Western Nigeria. These collection centres are crucial to maximising the organisations productivity.

ECUK are in the process of setting up a bio waste facility to be audited by the ISCC at the beginning of the next quarter. ECUK is proud to have become members of this group, as this can also bring further opportunities and open up other business ventures that can be explored. ECUK believe equality is paramount for our organisation to flourish. ECUK give women the opportunity to prove that inequality has no place in our company structure, and our managers are exemplary with how they work.

Incident and Why The Grow Training Model has been introduced:

Recently at ECUK, a seemingly straightforward task for one of the senior managers was not completed. The products ECUK market and sell, for example, zinc and lead, must be 15mm or less before crushing to 1mm during the manufacturing/mining process for the products to be accepted in the market to then sell. However, an oversight by a senior member of staff, did not notice the products were much larger than 15mm, which would have increased the costs to the company and sub-contractors, to rectify. A buyer did not have the tools and facilities to crush the product to the market selling size, so the costs would need to come from the company and the sub-contractors. Following some brainstorming, with the Director, CEO and the senior team member via a skype video conference, it was agreed ECUK will mine more products to send to the same buyer - although there was some delay, the buyer is happy because he will receive more products at the best competitive rates.

Maintaining business relations and goodwill is key – the measures put in place inadvertently increased the capital for ECUK, because the productivity was increased. To prevent this from happening again, the Director introduced a training guide for all members of staff. Basically, this negative situation was turned into a positive, not only financially, but also brought improvements to the way we work together as an organisation and a team.

The particular model of interest used is the Grow model, essentially, growing is something everyone wants in all areas of life. This model was used as a training guide for all members of staff. As a leader, it is of paramount importance the coach gets the best out of the individual(s). In doing so, it helps the individuals essentially grow to make better decisions, learn new skills, solve problems, and progress their careers (Whitmore, 2009).

Benefits of Implementing the GROW Model

There are numerous benefits to coaching your team to reach their maximum potential (Arnold, 2013). Using this tried and tested formula, enables all parties keep track of their progression (Whitmore, 2010). However, if plans are not going the way they should, a contingency plan can be put in place to rectify the situation (Allin, 2012).

It Enhances Workplace Culture

Teams the world over are generally all working towards attaining and achieving meaningful goals. As mentioned earlier, an organisation that engages members of staff, leads to a happy workforce, and better results. Company culture is becoming more significant to individuals, as they look for businesses to work, and grow with. By implementing a coaching system as part of the company culture, will attract and retain the best team members (<https://mitrefinch.com>).

It Facilitates Talent Management

By using a continuous coaching program, enables the coach to remain fully aware of any growing talents within the organisation. At the same time, staff members who have been around for some time, are kept satisfied with their jobs because they are kept engaged, interested and motivated during their work life cycle (<https://mitrefinch.com>).

Use Performance Tracking Software

Coaches can remotely access this software to keep track of the individual or teams progress without having to rummage through folder after folder. This helps the coach keep all details in one easily accessible place, making it extremely time efficient and beneficial. The data gathered gives details of each individual's challenges, progress, targets and goals – metaphorically speaking, you can watch yourself grow (<https://mitrefinch.com>).

Show Your Team the Benefits

This allows for the individuals to buy-in to the program, by educating them on the benefits for both parties. It explains why it is essential for the use of the company benefits, such as the coaching program, and invites any questions or feedback from the individuals. It implements incentives for GROW milestones that have been accomplished, which will further increase engagement in the GROW program (<https://mitrefinch.com>).

Maintain the Grow Program Is Available to Everyone

Adams (1963, 2019), calls for a fair balance in the workplace, as this ensures a strong and productive relationship. Such a program, should not be made tacit, but rather explicit to everyone, so essentially the organisation can grow together, and create a competitive advantage, as all workers will be highly skilled and trained to be better solution solvers, not just at work, but to also

grow into better human beings (Thomson, 2006). It is imperative as a leader to care more for one another and the planet, ensuring that everyone in the organisation, can all become ambassadors of sustainable development starting from the home. The Director knows he has a corporate social responsibility to uphold, and intends to maintain the key role he has within the organisation.

GROW is an acronym that stands for **G**oals set out by the organisation to fulfil its objectives: **R**eality to carry out tasks to the best of their ability, **O**ptions (or Obstacles) that may arise and how to tackle them, **W**ill (or Way Forward) for the organisation. The model was originally developed in the 1980s by business coaches Graham Alexander, Alan Fine, and Sir John Whitmore. The model is very popular, and arguably one of the most used and effective techniques.

Ultimately, as outlined above, the key ingredient to using the Grow model is about asking the right open questions at the correct time. The way it works, is the coach is not necessarily telling the individual(s) what to do. The way the questions are directed gets the individual(s) to use his or her imagination, experience and knowledge to arrive at the answers (Davies, 2016). This interaction is vital for coaching to become effective, as feedback is important to measure the progress of the coaching and generally, most relationships (Whitmore, 2010). The individual will have a stake in their progress and in the organisation. The Grow model is essentially an external behavioural model that focuses on interaction and adaption (Alexander and Renshaw, 2005).

Goal

The genesis of coaching begins with establishing a goal. It could be a performance goal, a development goal, a problem to solve, a decision to make, or a goal for the coaching session (David et al., 2016). For clarity of goal setting, as well as consistency across your team, leaders should encourage their employees to use a S.M.A.R.T. Goal format, which stands for **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-Bound (Mathe et., al. 2012).

Reality

This phase in the GROW model, helps the leader and individuals, gain a better understanding of the current situation (Grant, 2011). Awareness is essential. What is happening? And how far away from the goal realistically are the

team? Locke and Latham (2013), agree goals in reality, affect performance, which generally, impact organisations in all industries all over the world. The main objective is to take it slow and not jump to conclusions (Passmore, 2007). It is imperative to allow the individual to reflect on his or her answers, by doing so, the individuals' self-esteem rises (Passmore, 2007).

Options

Once you both have a clear understanding of the situation, the coaching, the conversations, turn to what the individual or team can do to reach their goals. Support and assist your team members, and brainstorm ideas so there are several options to work with. Then filter through the suggestions collectively and choose the best ones to commit to. This comes from the well-known saying "don't put all your eggs in one basket". As the Director, it is good to offer your own suggestions, however, it is usually more productive to allow the team or individual to offer their suggestions first. In doing so, you guide the individuals without actually making the decisions. This evidently makes the individuals feel good about the environment they work in (Passmore, 2007).

Will, or Way Forward

This is the last step in the GROW model. In this step, the coach checks for commitment and helps the employee establish a clear action plan. A coaching conversation hardly ever follows a nice, easy four-step path. In practice, an arsenal of open questions within the GROW framework gives coaches and managers the confidence to kick start the program until it becomes the norm (Grant, 2011).

The GROW Model

- **G**oal
 - What do you want?
- **R**eality
 - Current situation?
- **O**ptions
 - What could you do?
- **W**ill
 - What will you do?



- Recycle to achieve your goal

Taken from www.google.com accessed on the 20th April 2019

Goal What do you want to achieve/accomplish? How will you know when it has been achieved?	To deliver our products using the smart technique Provide and prepare process guides, product information sheets, training manuals, details of buyers and contractors Gantt charts, checklists At least weekly team and one-to-one meetings with senior staff whereby all staff take turns to update on accomplishments and problems - all staff are encouraged to provide feedback and identify training needs Brainstorming sessions for new ideas
Reality What is currently happening to reach the goal? Realistically, how far away from achieving the goal	Generally, the meetings and brainstorming sessions occur three or four times a week Training manual updated regularly More research in global trading rules and guidelines
Options/Obstacles What are the hindrances of reaching the goal?	Director located in UK while main operations occur in Nigeria so rely on technology, eg facetime, whatsapp, internet and power cuts in Nigeria

Other People? Lack of knowledge, skills, expertise? Physical Environment? What options or contingencies do you have in place to resolve issues or obstacles?	Increase in costs of oil in Nigeria – increase in use of generator Continuously updating training manuals as lessons are learnt. Rainy season difficult to mine ECUK see any hindrance as an opportunity to resolve any problems. Have storage centres strategically situated around the country to stock pile and store products during the rainy season
Way Forward/Will What options will be committed to?	Identify from within the organisation future coaches and mentors Constant training

Created by Author: Idea taken from www.uwtsd.ac.uk (Grow Coaching Worksheet)

Implications of Introducing The Grow Model

Generally, the Grow model works, however at times it has been difficult due to the fact the Director is not based in the country where the task force are all situated. Nonetheless, skype video conferencing works, so meetings or session can work remotely. On a daily basis skype or WhatsApp are the means of communication for the Director and CEO to be kept up to speed of the operations. However, power cuts and problems with the network have been a hindrance, and this can have an adverse effect if not addressed appropriately. In that said, where there is a will there is always a way. ECUK's miners use artisanal mining practices which evidently does not necessarily require training, however, to enhance, develop, maintain and retain staff members it is imperative to introduce these measures to the organisation as ECUK have plans to grow, and with the use of this particular model ECUK remain optimistic for what the future holds.

Recommendations

ECUK, as mentioned earlier, have been in operation for over a year and found that despite the hindrances, the model has benefits, and the way the organisation operates now, has given ECUK the confidence to reach out and work closely with, or merging with similar companies in other developing countries in Africa, South America, Asia and Europe. This would allow for secondment and promotion opportunities for staff and also enhance staff professional development and personal growth. The collaborations would bring useful and creative ideas to all the businesses involved, broaden perspectives, and inadvertently enhance future business prospects.

Conclusion

It has been established that coaching is a fundamental part of development from childhood to adolescents. There are several techniques to coaching yet the most-simple and powerful framework used the world over is the grow model. By setting goals it inspires and challenges coaches mentors, managers and individuals to examine the current reality and explore options of how to reach their goal. Self-satisfaction is key to moving forward, as the model can be measured and monitored. Feedback is important as this determines whether the coaching is working and whether re-evaluating is required. Good coaches and mentors know how to use their brains to get the best outcomes whilst listening attentively to assist in creating the best solutions.

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