

Coaching and Mentoring

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1.1 Define and explain the concepts of coaching and mentoring.

In the past, the dominant model of coaching has been that of the sports model, however over time coaching has transformed into a business tool with the help of coaching thinkers and writers such as Timothy Galloway and his series of books on "The inner game". This, along with the changing world of business to flatter structures, lower job security and broader management roles has contributed to the growth of coaching and mentoring in the world of work. (Personnel today, 2008)

Coaching and mentoring can be effective approaches to developing employees. Many employers use these one-to-one conversations to enhance the skills, knowledge and performance of their people around specific skills and goals. The two terms are often used interchangeably as they are similar however there are some distinctions between them. (CIPD, 2020) Both coaching and mentoring aim for the individual to improve his or her performance, productivity and can shorten the learning curve (Zeus & Skiffington, 2000) using a hybrid approach with the coach switching between the two learning interventions can be beneficial, Clutterbuck et al (2016) explains when coaching is established a coach may identify a lack of knowledge and mentoring may be used to close the skills or knowledge gap.

Coaching is *"a process by which the coach, through direct discussion and guided activity, helps an individual to solve a problem, or do a task better than would otherwise have been the case"*. (Clutterbuck et al, 2016) The process usually lasts for a defined short period of time, has both organisational and individual goals, may include personal factors but the emphasis is on performance at work and is task based. It is a skilled activity that is a non-directive form of development (CIPD, 2020c) which means asking instead of telling and the person feeling coached rather than evaluated (Landsberg, 2015) It is useful when introducing a new system or program, when you have talented employees not meeting expectations, or when seeking to develop employees in specific competencies using performance management tools and involving immediate managers.

Forbes (2017) believes organisations need to value coaching and understand the complexity of coach development, the many approaches, and for coaches to be fully present with their client, shifting their practice in the moment. A Coach needs to

balance challenge and support to steer people to their full potential, the ability to listen intently and ask the right questions is a key element of the coaching mindset as is the skill of helping people to solve problems for themselves. (CIPD,2018)

Starr (2011) writes that Coaching would not be suitable for those with dependency on class A drugs, significant alcohol issues, suffered violence or abuse or is abusing others or has mental illness.

Mentoring is *“Off-line help by one person to another in making significant transitions in knowledge, work or thinking.”* (Clutterbuck et al, 2016) It is long term, more relationship based whereby typically an experienced colleague shares greater knowledge to support the development of an inexperienced member of staff. It is directive and development driven to develop the person not only for the current job but for future. This distinction differentiates the role of the immediate manager and that of the mentor. It is useful when looking to retain internal expertise, for example succession planning for retirees. For creating a workforce that balances the professional and the personal, and when developing diverse employees to remove barriers that hinder their success. It was believed the term mentor was first coined in Ancient Greece around 800bc. Roche (1979) says it was the 1970s that businesses and researchers recognised the vital role of mentors in development of corporation executives.

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

Similarities of coaching and mentoring are that both facilitate the exploration of needs, motivations, desires, skills and thought process to assist individuals in making real long-lasting change by supporting in setting appropriate goals and methods of assessing these. Both require the coach or mentor to observe, listen and ask questions to understand the individual situations, using questioning techniques to facilitate an individual's own thought process to identify actions and solutions (Landsberg, 2015). Clutterbuck (2014) recommends using PRARIE as a basis to help your questioning, using Personal - targeted questions. Resident - to hit emotionally as well as intellectually. Acute and Incisive - getting right to the point, Reverberating – questions that will replay in your mind. Innocent – free from motive from the coach and Explicit – simply expressed.

People's mindsets can influence their development and learning, having a growth mindset can help you fulfil your potential (Dweck,2012). Covey (2005) believes we all have a locus of control of how we react to things and should be proactive rather than reactive as proactive people focus their efforts on things they have influence over (their Circle of Influence) this affects change in their lives and expands their circle of influence making them more likely to tackle issues and adversity. Reactive people believe the world happens to them and they have no control over what happens, which increases their circle of concern and shrinks their circle of influence, leaving them feeling powerless to make effective change. He believes the change starts from within and cites the following 7 habits of highly effective people. 1. Being

proactive rather than reactive, we have a locus of control on how we react to things. 2. Beginning with the end in mind. 3. Putting first things first, being able to prioritise things on what is most important, not most urgent. 4. Think win/win. 5. Seek first to understand, then to be understood. 6. Synergize, by understanding and valuing the differences in another person's perspective, we can create synergy, which allows us to uncover new possibilities through openness and creativity. 7. Sharpening the saw, which is renewal and continual improvement. Within coaching, the onus is usually on the coachee to set the topic (Abintus, 2019) Within mentoring this is more flexible and usually mentor-led (Guider, 2020)

1.3 Evaluate how coaching and mentoring differ from counselling and from one-to-one training.

The Covid19 pandemic has highlighted the need for organisations to focus on employee wellbeing and to promote and enhance digital learning. With many employees working from home digital learning experiences can lead to increased sense of community, purpose and focus for employees no longer connecting with colleagues in a co located workplace (McKinsey, 2020) Other employee engagement programs include perks and benefits, Salesforce believe their program helps them sustain high levels of employee engagement by offering unique and innovative perks and benefits such as 56 hours of paid time to volunteer in the community. Hiltons leadership program connects senior leaders to staff with leaders completing 3 days of work in back of house such as housekeeping, food and beverage to truly understand day to day challenges and how this impacts individual effectiveness, this has proven to boost staff morale and lead to innovations, process improvements or increased efficiencies. (Forbes, 2019)

Counselling includes the core skills of coaching such as aiming to lead the client to self-directed actions to achieve their goals, however professional counsellors work with personal issues in much greater depth than would generally be explored within a coaching context, Entrepreneur (2020) writes that the biggest difference between coaching and counselling is the approach. Coaching focuses on paths and solutions to help achieve certain goals and focus on now and next, whilst counsellors focus on specific problems in hand and look into emotional resolution to past problems to move forward, while making healing as one of the main objectives.

One to One training can be useful for a transfer of new skills such as change in procedure, however whereby coaching is tailored to individuals, one to one training is mostly directive and generic, therefore not suited to the development of personal qualities or competencies (Coaching and Mentoring network, 2017) Maestro (2019) summarises one to one training as transferring knowledge, often used for new hires, formal and structured in comparison to coaching to enhance knowledge or skills, usually one to one and on the job, informal and unstructured.

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

Types of coaching include group coaching, where individuals can learn from each other on things such as leadership or career development and team building. (Institute of Organisation Development, 2016) Executive Coaching can strengthen the performance of leaders by developing a plan, addressing specific business and interpersonal challenges to assist in making key transitions and alter behaviours that could hinder performance (Center for creative leadership) Executive coaching. A professional partnership of challenge and support between a senior executive and coach involving ongoing meetings to help the individual understand how they take up their role in a more effective way to improve the executive's leadership skills, assess current effectiveness in the leadership role and build on strengths as well as learn how to manage or change weaknesses. (Cox et al, 2018). Life Coaching has grown dramatically over the last decade, where coaches and mentors operate highly supportive and motivating roles to those who want to make changes within their lives. It is different to business coaching purely by the context and focus of the program, conducted on the individual's perspective rather than organisational context. (Coaching and Mentoring Network, 2017)

Using the GROW model to structure a coaching session can be effective and ensure it goes beyond simply providing feedback (Landsberg, 2015). Goal – Define and agree the goal or outcome to be achieved. Reality, examine the current reality. Options – explore the options. Will – gain commitment to specific actions. Landsberg (2015) goes on to explain the power of the question in coaching, by asking an excellent question the coachee's alarm system is to some extent bypassed and their brain becomes engaged in a process of exploration rather than defence. Another option is the Outcome Situation Choices Action Review model known as OSKAR. (Mindtools.com)

Mentoring is more directive, and less likely to adopt a formal approach and use of a prescribed model as such. Types of mentoring include one to one mentoring, where participants are matched via a formal program or self-select who they want to be paired with over the course of a set time period and focused on relationship and individual skill building. Mentor and Mentee can typically choose where and when they meet and what they want to do or discuss, some organisations may require them to track performance and goals to ensure they are gaining value from the program. Development and career monitoring is another, usually long term and entails managers and directors who monitor their employees as they progress in their careers. (Daily advisor, 2018) Reverse mentoring can be done around age, with younger employees helping older colleagues understand tech, or as Virgin Media (2018) did with focus on bringing together white colleagues with colleagues from BAME backgrounds, straight colleagues with those who are LGBTQ, or non disabled with disabled colleagues which can help create cultural transformation within companies. Pitfalls could include people feeling patronised or carrying an emotional load of their mentee's opinions. CIPD (2019) cites that this form of mentoring remains an under-researched area with little, or no, robust evidence to inform HR practitioners.

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

Findings from the learning skills at work survey (CIPD, 2020a) illustrate that line managers are likely to take the main responsibility for coaching and mentoring, however there is much to suggest that there is disparity of power if a line manager is the coach, and that there is a need for some distance and impartiality in the coaching relationship (CIPD, 2020).

Clifton & Harter (2019) describe the line manager as the single most important factor for determining high performing teams and it states the best line managers use a coaching approach by using questioning techniques and this consistently yields better results, better team relationships and unlocks potential within the workforce.

Downey (2003) argues that coaching is another crucial element of line management and that it is the responsibility of the line manager to ensure the needs of the organisation and employee are met. Three elements are needed to achieve this. Leadership, management and coaching. The line manager needs to understand the nature of authority and where it lies and that an appropriate balance needs to be struck between individual and organisational authority and the line manager caught in the middle needs to understand how to strike it and handle performance and learning with a facilitative style rather than a command-and-control management style. As part of managing, they need to agree clear goals from direct reports, coach them to achieve the goals and hold them to account for the goals that have been agreed. They also need to lead, to keep present in the minds of their direct reports the overarching aims of the organisation and be role-models for the desired values and behaviours.

River island encourage line managers to take responsibility for performance in their teams in a way that is nurturing and encourages development. Nestle say coaching and mentoring need to move away from being a HR thing and that those at all levels should have conversations to feel like they can be contributors to whatever the organisation moves in to. (CIPD,2017)

Benefits of line managers coaching include a more committed better performing team, better work relationships, open communication and generation of ideas and creativity. Barriers can include Groupthink, inequality in who gets coaching, time pressures, culture, skill level, conflict of pressure for task vs development. (Clutterbuck, 2012)

2.3 Provide an assessment of the factors which need to be considered when implementing coaching and mentoring.

We must consider how coaching and mentoring fit into our other organisational strategies. CIPD (2020) describes the need for an organisations coaching and mentoring strategy to link to the strategic objectives of the organisation and therefore the overall learning and development strategy. During Covid19 Pandemic implementation of coaching and mentoring had to change due to remote work, and learning is often now online as a result so this can be integrated into any learning

and development framework. Organisations need to create engagement and community feel in virtual live sessions and explore alternative digital learning strategies, by rethinking digital learning options organisations can transition learning experiences to better suit the new way of working (McKinsey, 2020)

Coaching can be tied in with wellbeing too with the need for check ins and group sessions, to ensure remote workers don't feel isolated. During these sessions informal coaching can happen organically. Other factors to be considered include performance management and how the coaching and mentoring is monitored and evaluated. Costs, CIPD (2020b) advise costing and benchmarking can be used to calculate the indirect and direct cost of learning and development by comparing and ranking metrics associated. How the coaching and mentoring is monitored and evaluated. HR and L&D are central to designing, managing and creating a coaching and mentoring culture as well as understand when they are appropriate interventions, and have set criteria on how to select appropriate coaches externally or internally, and decide on formal or informal formats. (CIPD,2020) External coaches are impartial, can bring external knowledge, however, can be costly. Internal coaches know the culture and processes of the organisation and have no direct costs, but it diverts them from other responsibilities. The landscape of the workforce also needs to be considered, for example Millennials coming into work are enthusiastic and old management practices do not suit them. They do not want bosses, they want coaches, ones that don't fixate on their weaknesses.. They don't just want a pay check, they want a purpose. They don't want annual reviews, they want ongoing conversations, and they don't just want a job, they want it to be their life (Gallup,2019) Transforming organisational culture is imperative to improving an organisations future productivity. This begins with changing what CEOs believe, then what managers believe, then changing how those managers develop every team member. Clifton & Harter (2019). Regulations and professional practice also need considering such as GDPR 2018, Confidentiality, Ethical Practice, coaching and mentoring professional bodies such as the association for coaching, Coaching Contracts to agree expectations and roles and responsibilities, for example to maintain commitment and support to the individual, building the relationship on truth openness and trust (Starr, 2011)

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

Clifton & Harter (2019) explains that when management practices are transformed, so are people and organisations save enormous amounts of time and money. When employees aren't developing, neither are their organisation. There are many benefits of coaching and mentoring to both coaches and Mentees, coaches and mentors and businesses.

Benefits to the Coachee and Mentee include:

- Increase in wellbeing. IES (2013) reported employees feeling better equipped to handle whatever comes their way, be more aware of solutions to troubles and be able to solve difficult problems if they tried hard enough after a period of coaching.

- Increase in confidence. Examples from Guider (2019) include the ability to share ideas in meetings, higher self-awareness from self-analysis, exposure to new ways of thinking or problem-solving encouraging innovation,
- Career development. Possibilities of promotion, job satisfaction and building of personal networks.
- Mental Health benefits such as supporting isolation, increasing self-confidence and lowering anxiety. A Ted x talk by Saba Imru-Mathieu (2018) reported employees feeling more energy, motivation, and that their company culture inspires them and is becoming a way of being.

Benefits to the Coach and Mentor include:

- Time back. 10 minutes coaching averages 20 minutes back for yourself. (Landsberg,2015)
- Promoting better customer relations. Improving interpersonal skills can make a stronger organisation (Landsberg 2015)
- Increased wellbeing. A study by IES (2013) found it increased wellbeing of coaches, improving their ability to deal with problems well, cope with the unexpected and to feel closer to people, feel relaxed, useful and to think clearly.
- Increase in job satisfaction. The study above also found an increase in job satisfaction, stating it helped them develop new work skills, and deal efficiently with unexpected events. Guider (2019) found those who mentor consider their job more meaningful and therefore experience higher job satisfaction and fulfilment.
- Increase in confidence. Their mentee's success reaffirms their abilities (Guider, 2019)
- Leaders who use coaching skills end up naturally respecting peoples fundamental needs (Ted x, 2018)

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

If you develop employees by coaching and mentoring, they become more engaged, motivated, productive and creative. It can create a positive company culture, it promotes learning nurturing and growth, creating teams of people who feel satisfied and happy at work. It helps create diversity in leadership by ensuring minority representation and is a low-cost way for senior employees to share knowledge of the industry and organisation to less experienced staff. It can have a positive effect on employee engagement and retention with both coaches/mentors/coachee/Mentee reporting feeling more fulfilled at work and it can also support with recruitment, making the organisation more attractive to an applicant if they have a coaching and mentoring program, particularly for millennials who are attracted to work perks (Guider,2019) Crisis's such as Covid19 can help organisations innovate so much more, to look at processes and programmes and be creative to create, make changes and adapt coaching and mentoring programs to help achieve organisational objectives (CIPD, 2020c) Coaching and mentoring programs can also increase sales, enhance performance and sustain growth within organisations (Eckstrom &

Wirth, 2019) A study by Bristol and West building society in 2003 found that employee groups who received training plus coaching sales' increased by 27 per cent. (Institute for employment studies, 2006)

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