**PSPGEN048 Support workplace coaching and mentoring**
**Element 1 – Develop coaching/mentoring strategy-Establishing mentoring framework**

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Research the potential for coaching and mentoring within the organisation

# When does coaching/mentoring occur?

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## Coaching and mentoring activities may occur naturally through various avenues:

- Friendships
- Networks
- Within the same business area or other business areas
- Organisational approaches which are more structured

# Formalised coaching

Within larger organisations there will often be a more formal method of mentoring and coaching which will occur through a structured process. To identify the extent to which a mentoring and coaching strategy will be applicable to your organisation you need to undertake a number of different research methods.

These research methods could include:

- Surveys
- Questionnaires
- Face to face interviews
- Group discussions such as focus groups

Coaching is "....fundamentally concerned with the enhancement of human functioning achieved through the improvement of cognitive, emotional and/or behavioural self-regulation"

(Spence & Oades, 2011, p.37)

# Formalised coaching cont.

The questions you seek to have answered as part of the research program should include topics such as:

- Would staff benefit from a coaching and mentoring program?
- Are there enough skilled staff to provide the coaching and mentoring?
- Are there resources available to support a mentoring and coaching program?
- Do you have management support for a coaching and mentoring program?

Once these questions have been answered, then the framework is designed with Human Resources, within organisational processes and policies.

Implement and promote a coaching and mentoring framework, linked to other human resource strategies in the organisation

# Coaching

Coaching relates primarily to performance improvement (often short-term) in a specific skills area. The goals, or at least the intermediate or sub-goals, are typically set with or at the suggestion of the coach. While the learner has primary ownership of the goal, the coach has primary ownership of the process. In most cases, coaching involves direct extrinsic feedback (i.e. the coach reports to the coachee what he or she has observed).' Meggison and Clutterbuck, Techniques for Coaching and Mentoring.

- 'Mentoring relates primarily to the identification and nurturing of potential for the whole person. It can be a long-term relationship, where the goals may change but are always set by the learner. The learner owns both the goals and the process. Feedback comes from within the mentee – the mentor helps them to develop insight and understanding through intrinsic observation, that is, becoming more aware of their own experiences.'

# Coaching and mentoring framework

CIMA suggests that "one school of thought suggests that every manager should be a mentor or coach to his or her staff to encourage a mutual learning process." They also go on to give the following process as one way of getting a framework happening." The following stages need to be considered before a mentoring or coaching programme can be planned and executed:

1. How the mentoring or coaching links to the organisation's purpose and strategy.
2. Mentors and coaches need to be suitably matched to their protégés to avoid personality clashes or other issues.
3. The objectives of the mentoring or coaching – what it aims to achieve.
4. A process to support the mentoring or coaching programmes, for example, who will cover the protégé's workload while they are being mentored or coached?
5. Evaluation and feedback mechanisms need to be established.

**mentoring and coaching involves:**

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|---|---|
| **conversation**<br>professional dialogue, rooted in evidence from the professional actice, which articulates existing beliefs and practices to enable n them | **setting challenging and personal goals**<br>identifying goals that build on what learners know and can do alr not yet achieve alone, whilst attending to both school and individi |
| **tful relationship**<br>trust, attending respectfully and with sensitivity to the powerful volved in deep professional learning | **understanding why different approaches work**<br>developing understanding of the theory that underpins new pract interpreted and adapted for different contexts |
| **agreement**<br>confidence about the boundaries of the relationship by agreeing and ground rules that address imbalances in power and accountability | **acknowledging the benefits to the mentors and coaches**<br>recognising and making use of the professional learning that men coaches gain from the opportunity to mentor or coach |
| **support from fellow professional learners and specialists**<br>g with colleagues to sustain commitment to learning and relate new to everyday practice; seeking out specialist expertise to extend skills edge and to model good practice | **experimenting and observing**<br>creating a learning environment that supports risk-taking and inn encourages professional learners to seek out direct evidence from |
| **self direction**<br>process in which the learner takes increasing responsibility for their development as skills, knowledge and self awareness increase | **using resources effectively**<br>making and using time and other resources creatively to protect a learning, action and reflection on a day to day basis |

# Documents supporting information about other frameworks

To implement coaching and mentoring frameworks in your organisation you need to be aware of the principles underlying coaching and mentoring. The following is an extract from Curee, which outlines a National Framework for mentoring and coaching:

Outline benefits to all parties involved in coaching and mentoring, ensuring consistency with the organisation's philosophy and goals

# Benefits to the Employee

An employee benefits from a mentoring relationship because he has someone with greater knowledge and experience to turn to for advice. While a mentor won't do the employee's job for him, the mentor may demonstrate a task, guide the employee through solving a problem, or critique the employee's work. A mentorship may help an employee feel less isolated at work too, and encourage him to interact more with others. A mentor can provide an employee with tips on career growth and introduce the employee to other professionals. As the employee matures in his career, a mentor may remain a valued adviser to the employee.

# Benefits to the Employer

The employer of a mentored employee gains from greater productivity in the workplace. As employees turn to their mentors for advice, they make fewer mistakes on the job, cutting losses to the employer. Employees in mentoring relationships tend to have greater job satisfaction as well, which can mean a more positive work environment. Employers might also notice less turnover of employees as workers feel a greater loyalty to the company. A company might even use its mentoring program to attract new employees.
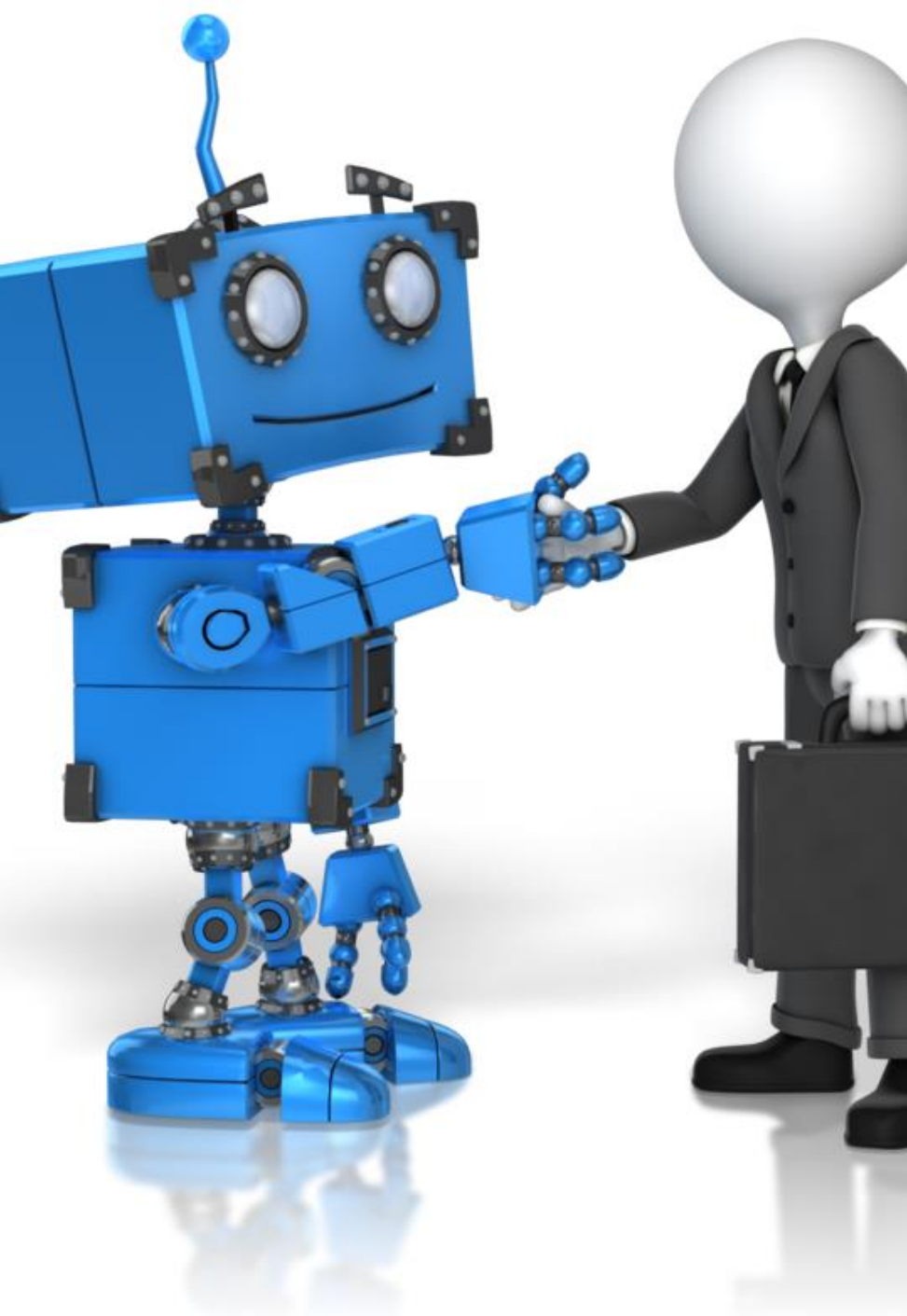
# Benefits to the Mentor

Mentors gain from the mentoring relationship, too. The opportunity to teach or advise others can increase the mentor's confidence and own job satisfaction. The mentor is required to listen to the concerns of the employee and may develop a better understanding of employee issues and stronger communication skills. If the mentor is a supervisor, mentoring can improve her supervisory skills. Even if a mentored employee leaves the company, the mentor and mentee may maintain a professional connection. This may expand the mentor's reputation and connections.

# Benefits to the Profession & Consistency with the organisation

Mentoring in the workplace can have long-term benefits as employees become more self-directed and develop stronger communication and problem-solving skills. This allows for a business to become more creative and focus its attention on growth, rather than training. Mentored employees value collaboration and sharing of information, which can lead to a stronger organisation. Mentored workers are also apt to become involved in professional organisations that further both their careers and the profession itself.

Ensuring consistency with the organisational protocols and policies is part of the process with implementing any new policies or processes.

Establish ground rules for coaching and mentoring in the organisation

# Ground rules

It is good practice to start with a fairly informal 'without prejudice' discussion where you can talk through what you are hoping to get from the mentoring relationship, and what your prospective mentor thinks they can bring to the relationship. This is an opportunity to talk through the issues below. It is a chance to clarify and, perhaps, change what you are seeking.

Be honest about what you are seeking from the relationship. Is it a particular perspective? Particular experience? Help with a particular development area you have already identified? Or perhaps wise counsel on what your development priorities should be and how you might address them? Your mentor needs to understand what you are seeking if they are to form an honest view on whether they feel able to help.

# Ground rules cont.

In addition to being clear about what you do want to cover, it also helps to be clear about any territory you want to declare 'out of bounds'.

Be realistic about the time commitment, recognising other pressures. Allow enough time between meetings to follow through any actions you may have identified. Agree how frequently you want to meet - say, four one hour meetings over the next four months. Each mentoring session should last 60-90 minutes. Be clear about who is to schedule your meetings.

# Ground rules cont.

Decide where you want to meet - it might help to meet away from the office, on 'neutral' ground. Alternatively, you might prefer to meet in an office or meeting room to maintain a clear sense of business focus in your discussions.

Set a time period for the relationship - this does not have to be a hard and fast end date. Indeed, either of you should feel able to wind-up the mentoring relationship at any time including a "no-fault" provision for ending the relationship. But it makes good sense to build in a formal review date(s) from the outset, to put some boundaries around the task and avoid either party feeling that they are giving an indefinite commitment.

# Ground rules cont.

Be realistic - don't try to address too many issues at once. Remember, your mentor is working from experience: they won't be qualified to answer every question you might have, but they should be willing to help you find someone who can.

Agree who takes a note of the actions you have decided to pursue at each meeting.

Make time at each meeting to discuss whether the mentoring relationship is still working - has it got too cosy and lost its sense of challenge?

All mentees and mentors will be accountable to these ground rules.

Unscheduled contact should be agreed by both the mentor and mentee. How often can your mentee call? Is it OK for them to call you? Can they drop by the office anytime? The mentor will identify who the mentee should speak to if the mentor is unavailable.

Develop timelines for the implementation of the strategy with key stakeholders

# Timeline development

You need to consult all of the stakeholders and find out what time line would suit their schedules. The stakeholders involved in a mentoring program can include:

- Potential mentors and coaches
- Potential mentored and coached
- Senior managers involved in related decisions.

# Goals and timeframe

Remember that each component of the program needs to have a goal. Develop the goal, then develop the timeframe around that goal.

# Developing timelines

In order to develop timelines, ensure that it doesn't clash with anything else within the organisation or the stakeholders activities. Remember that there will always be something going on and so there needs to be as much support as possible with contingencies in place that people are able to work with.
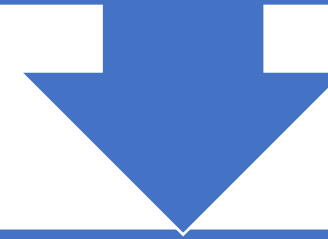
These points may change during program design but you need preliminary answers to cost your proposal:

| When would the program start? | How long is needed (ie when can people get together) to develop the program? | What lead-time is required for marketing the program? | What materials will you need? | What orientation events and other training will be necessary? | You will also need to have some ideas about where, when and how often participants are going to meet. |
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# Working with a strategy

Developing the timelines also needs to be part of the strategic direction of the organisation. Remember that without strategic direction, then there are no objectives and there wont be any support, so ensure that you have buy in from the executive to support the strategy of the program.

# Timeline - sample

| Activity | Process | Approximate timeframe |
|---|---|---|
| **Gather information** | Gather information about programs<br><br>Review who should be involved | 1x month |
| **Begin** | Set up steering committee<br><br>Convene committee | 1x months |
| **Disseminate** | Gather stakeholders and provide information about roles and activities necessary.<br><br>Give time to allow them to understand and ask questions | 1x week |
| **Plan rollout** | Discuss rollout with stakeholders<br><br>Organise and negotiate timelines, locations, venues etc<br><br>Discuss needs | 1x week |
| **Organise activities** | Organise venues<br><br>Send out information to individuals involved<br><br>Allow feedback | 2-4 xweeks |
| **Implement** | Implement action for program and allow it to flow, with feedback avnuess and follow up on issues | 12-24 months |
| **Feedback** | Ensure a feedback program and venue for discussing pros/cons/issues from all stakeholders | 1x week |
| **Evaluate** | Evaluate the program for following stakeholders before implementation of next program. | 1x month |

Seek organisational support and resources for the strategy

# Develop a proposal

In many cases you will need to write a proposal which should include the following:

| Arguments in favor of a mentor and coaching program. | Design of a coaching and mentoring program. | How you intend to match the coaches and mentors to each other. | Resources that will be required to implement a coaching and mentoring program. |
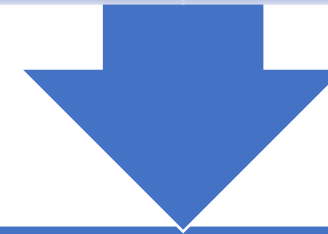
The proposal should include all arguments and then recommendations in order that executive are able to make informed decisions about the program.

# Seeking resources

The resources commonly required to support a mentoring and coaching program include:

- Time allocated for the implementation of the program
- Skills applied to matching candidates
- Training and further education that may be required to support the program.
- Personnel that are willing to participate in the program.

# Seeking resources cont.

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