COACHING AND MENTORING FOR ORGANIZATIONAL EFFECTIVENESS

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Director IV
Learning Objectives

- Articulate the goals and principles of coaching and mentoring
- Explain the steps involved in the GROW model
- Apply coaching and guidelines in coaching simulation exercises
What happened?

What helped in the successful completion of the activity? Why?

What made the task difficult? Why?

What could you have done to improve your performance?
Performance

A measure of an output or result of a job, function, unit or entire organization

Evaluation is made against some standards

The “carrying out” and achievement of quantified objectives
Performance in Organizations

Organizational Directions
(Vision, Mission, Values and Goals)

Individual Competencies

Individual Behaviors

Objective Results

Performance Environment

Adapted from HRM Gaining a Competitive Advantage, 2000.
The Performance Environment

- Systems
- Leadership style
- Organizational culture and norms

- Resources
- Capacities and competencies
- Structure and staffing

- Client demands
- Physical environment
- Job design
Performance Management Cycle

- Agreeing on performance goals and success indicators
- Recognizing successful performance
- Identifying areas for improvement and appropriate interventions
- Checking progress and providing needed interventions to keep performance on track
- Measuring performance against success indicators
- Planning and Commitment
- Monitoring and Coaching
- Rewarding and Development Planning
- Review and Evaluation

The cycle is represented by the diagram, with each step connected to show the continuous process of performance management.
Supervisors’ Tasks in PM

- Observe and document STARs
- Encourage staff to collect evidence of performance
- Give feedback on performance
- Provide coaching as needed

Monitoring and Coaching
Performance Monitoring and Coaching

MONITORING
• Observing and collecting data over a period of time for the purpose of measuring performance

COACHING
• Providing guidance to staff with the intent of helping them achieve their performance goals
Performance Monitoring and Coaching

Why

To ensure that performance remains on track towards goals

What

Accomplishments: What is being done well

Performance deficiencies: What is falling short of expectations/targets
Sources of Performance Data

How

Outputs

Feedback

Observations

Progress reports

Critical incidents
COACHING is an interactive process where managers and supervisors aim to close performance gaps, teach skills, impart knowledge and inculcate values and desirable work behaviors.

- Richard Luecke, Brian J. Hall
Coaching

Helping others:

• Clarify goals
• Identify ways to get there
• Understand constraints
• Find solutions

Process driven by coachees
Coaching goes beyond feedback!

Feedback tells you:
- What you are doing well
- What you need to improve

Coaching helps you to discover:
- How you can develop yourself and improve performance

• Helps you to discover
• How you can develop yourself and improve performance
Coaching

- Enhancing performance
- “What” questions to help discover solutions
- Action oriented
- Addresses aspirations, objectives and tasks

Counseling

- Overcoming problems
- “Why” questions to uncover deeply-rooted causes
- Meaning based
- Helps people understand themselves better
Coach’s Role

- Enhance self-awareness
- Teach how to learn
- Surface performance issues
- Guide problem solving
What a coach does

- Listens with respect
- Considers the coachee as the expert
- Offers appreciation
- Encourages best thinking in coachee
- Allows coachee to vent emotions
- Supplies facts
- Welcomes divergent thinking
- Asks powerful questions
- Creates a relaxed and conducive environment
Principles of Coaching

Awareness
- Knowing what is going on around you and knowing what you are experiencing is essential for change to happen.

Responsibility
- A person who is enabled to make his/her own decisions would readily be responsible for improving his/her own performance.

**DIRECTIVE**
- Telling
- Instructing
- Giving Advice
- Offering Guidance
- Making Suggestions
- Paraphrasing
- Asking questions that Raise Awareness
- Making Suggestions
- Giving Feedback
- Offering Guidance
- Giving Advice
- Instructing
- Telling

**NON-DIRECTIVE**
- Listening to Understand
- Reflective
- Summarizing
- Paraphrasing
- Asking questions that Raise Awareness
- Making Suggestions
- Giving Feedback
- Offering Guidance
- Giving Advice
- Instructing
- Telling

Coaching is 100% driven by the coachee.

(Solving someone's problem for them)

(Helping someone solve his/her own problems)
Coachability: prerequisite to coaching

• “Coaching Moments”:
• when coachee is ready to successfully own their part in the coaching process
### Characteristics of Coachability

1. **Commitment to change**
2. **Openness to information about self**
3. **Readiness to move out of their comfort zone**
4. **Appreciation of new perspectives**
5. **Awareness about self and others**
Creating Coaching Moments

How do you trigger the need or desire for coaching among your staff?

What would motivate you to seek coaching from your supervisor?
GROW Coaching Model

Establish GOALS

Agree and WRAP UP

Explore REALITY

Generate OPTIONS

John Whitmore
Establish GOALS

Key Point

• Help coachee determine what he/she wants to achieve

Some possible questions

• What do you want to achieve by the end of the coaching session?
• What would be the most helpful things you could take away from this conversation?
Key Tasks in the GROW Model

- Establish GOALS
- Explore REALITY
- Generate OPTIONS
- Agree and WRAP UP
Explore REALITY

Key Point

• Help coachee clarify current situation as objectively as possible

Some possible questions

• What is happening now?
• What is the effect or result of that?
• What do you think is causing this?
Key Tasks in the GROW Model

- Establish GOALS
- Explore REALITY
- Generate OPTIONS
- Agree and WRAP UP
Generate OPTIONS

Key Point

• Help coachee identify available courses of action

Some possible questions

• What are the different steps can you take to ______?
• What else can you do?
• What other options can you explore?
Key Tasks in the GROW Model

Establish GOALS

Agree and WRAP UP

Explore REALITY

Generate OPTIONS
Agree options, WRAP UP

Key Point

• Help coachee move from considering options to making and committing to a decision

Some possible questions

• So, what will you do now?
• When will you do this?
• Will this address your goal?
• What obstacles might you encounter?
• What support will you need?
Guidelines in coaching

- Maintain or enhance self-esteem
- Listen and respond with empathy
- Enable coachee to think and decide for him/herself
- Share information that will help achieve coachee goal/s
- Share feeling without taking focus away from coachee
- Offer assistance without taking responsibility
When not to coach

- When action is urgently needed and directing is the fastest way
- When doing it yourself is more efficient
- When directing is the fastest way and time is of the essence
A Coach helps you move from Where You Are to Where You Want to Be
Coaching Triads

• 3 rounds 3 roles
  ○ Coach
  ○ Coachee
  ○ Observer

• 3 discussion topics
  ○ Round 1: Good performance
  ○ Round 2: Performance problem
  ○ Round 3: Resistant former peer
Coaching Triads

• **Role of Observer**
  - Take note of what went well and needs to be improved in the coaching process
  - Share feedback with the coach at the end of the coaching session (round)

• **Time structure**
  - Preparation: 3 minutes
  - Coaching session: 4 minutes
  - Feedback: 4 minutes
Sharing Feedback
Formula for Giving Feedback

S
T
A
R

Effective Feedback
Guide questions for sharing of feedback

As a coach:
- Was I successful in guiding the discussion?
- How do I feel about the interaction?

As a coachee:
- How do I feel after the interaction?
- What were the helpful behaviors of the coach?
- What could have been done better?

As observer:
- What did the coach do well?
- What needs to be improved?
# Roles per Round

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Coachee</th>
<th>Coach</th>
<th>Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good performance</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Performance problem</td>
<td>B</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>Resistant former peer</td>
<td>C</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>
Time to reflect

- How have you been conducting coaching in the workplace?
- What would you do differently as a result of what you learned?
Coaching is unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them.

Timothy Gallwey
### Core Elements of MPCR

<table>
<thead>
<tr>
<th>Promotes performance-based culture</th>
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<tbody>
<tr>
<td>Nurtures a coaching culture</td>
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<tr>
<td>Applies appropriate coaching techniques confidently and flexibly</td>
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<tr>
<td>Demonstrates supportive leadership</td>
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<tr>
<td>Builds a respectful, egalitarian climate during performance and coaching conversations</td>
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<tr>
<td>Commits to continuous learning and improvement</td>
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</table>
Promotes performance-based culture

Provides timely, concrete, evidence-based, and behavioral feedback during performance management conversations based on appropriate and available tools to check and monitor the progress of employees or team members on goals and work.
Nurtures a coaching culture

Explains the coaching process, particularly, the concept of “coaching is coachee-driven” when conducting coaching sessions to employees as well as expectations with individuals or among team members.

Prepares the agreed work plan or commitment with individual or group.
Applies appropriate coaching techniques confidently and flexibly

Asks powerful questions that begin with what, when, who, how much and how many to make coachee understand the root cause of long-standing issues or a situation that fails short of his/her superior’s expectations and to help the coachee identify goals, reality, options and actions.
Demonstrates supportive leadership

Gives genuine acknowledgement of a person’s qualities and feedback on developmental needs
Builds a respectful, egalitarian climate during performance and coaching conversations

Communicates standards and expectations for mutual support and respect and open and honest relationship
Commits to continuous learning and improvement

Acknowledges mistakes and learns from them through self-reflection
THANK YOU!
Mentoring
What is Mentoring?

A reciprocal and collaborative learning relationship between two (or more) individuals who share mutual responsibility and accountability for helping the mentee work towards achievement of clear and mutually defined learning goals. (Zachary, 2005)
5 Changes from Traditional Mentoring

1. One-on-one to a variety of formats
2. Mentor-led to mentee driven
3. Limited to expanded roles
4. Shift in mentor and mentee profile
5. Spontaneous relationships to organization-supported partnerships
1. One-on-one to a variety of formats

<table>
<thead>
<tr>
<th>Informal</th>
<th>Group Mentoring</th>
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<tbody>
<tr>
<td>Formal</td>
<td>Mentoring Round Table</td>
</tr>
<tr>
<td>Reciprocal</td>
<td>Mentoring Circle</td>
</tr>
<tr>
<td>Reverse</td>
<td>Business Mentoring &amp; Executive Coaching</td>
</tr>
<tr>
<td>Cascading</td>
<td></td>
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</tbody>
</table>
2. Mentor-led to mentee-driven

Traditional
• Mentor as sage on the stage
• Mentor sets goals for mentee
• Mentor directs the conversations
• Mentors pick their mentees

Modern
• Mentor as guide on the side
• Mentee sets development goal & pursues action plans
• Initiates meetings and developmental conversation
• (For offline mentoring programs) mentee gets to pick a mentor
3. From limited to expanded mentor roles

<table>
<thead>
<tr>
<th>Traditional Roles</th>
<th>Modern Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsor</td>
<td>1. Confidant</td>
</tr>
<tr>
<td>Advisor</td>
<td>2. Protector</td>
</tr>
<tr>
<td>Technical consultant</td>
<td>3. Cheerleader</td>
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<td></td>
<td>4. Broker</td>
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<tr>
<td></td>
<td>5. Role Model</td>
</tr>
<tr>
<td></td>
<td>6. Coach</td>
</tr>
<tr>
<td></td>
<td>7. Challenger</td>
</tr>
<tr>
<td></td>
<td>8. Sponsor</td>
</tr>
</tbody>
</table>
4. Shift in Mentor and Mentee Profile

**Mentor**

**Traditional**
- Older (therefore wiser)
- Of higher rank in organization
- Designated

**Modern**
- Anyone a mentee can learn from (regardless of age or organizational rank)
- Willing to commit to help the mentee develop
- Volunteer
4. Shift in Mentor and Mentee Profile

Mentee

**Traditional**
- Young, inexperienced
- Identified and chosen (HiPos, management trainees, new hires, etc.)

**Modern**
- Anyone determined to improve self
- Anyone willing to learn from another
5. Spontaneous Relationships to Organization-Supported Partnerships

- Formal, facilitated program; goals clearly linked to a compelling strategic issue
- Structured: who mentors whom, cycle, frequency, focus, infrastructure
- Governance and program management structure
- Support mechanisms (role & responsibilities defined, competency building for mentors, orientation for mentees, resources, rewards and recognition)
Commonalities between C&M

- Conversations that create insight
- Development process
- Relationship based
- Goal-directed (learning, performance improvement, career development)
- Overlapping skills: rapport building, goal setting, listening, feedback giving, asking powerful questions
- Coachee/Mentee-driven
Mentoring vs. Coaching

Coaching addresses current performance needs while Mentoring is developmental.

Coaching is short-term while Mentoring is long-term.

Coaching is one of the tools for Mentoring. Mentoring is more flexible.
Coaching & Mentoring

• “...when describing professional interventions for executives, what one group describes as coaching, another would perceive as mentoring...what matters is clarity between the two partners in a developmental relationship about what is expected of them.”
  - Clutterbuck & Megginson, 2005

• Today treated as complementing activities for talent management.
Coaching & Mentoring

- “...mentoring and coaching are so inseparably linked that they are best viewed as a single process” (Pask & Joy, 2007)
- regarded as “mutually supportive elements in the developmental package.” (Clutterbuck, 2014)

Together known as:
  - “learning/developmental” +
    “conversations/dialogues”
  - “learning encounters”; “learning alliances”
Coaching & Mentoring

Regardless of whether it is Mentoring or Coaching what is important is that you were able to help a person achieve learning objectives.
Why managers need to coach and mentor

1. **Productivity**

Managers who are focused and effective at developing their people have teams that out-perform those that are not by around 25%.

Rolf, Ann. (2014). Three Reason Your Managers Need To Mentor
Why managers need to coach and mentor

2. Retention
   - American Society for Training and Development research: 33% of employees who do not receive regular mentoring will look for another job.
   - Gallup Poll (1999) link retention with affirmative response to the question “Does my supervisor, or someone at work, seem to care about me as a person?”

Rolf, Ann. (2014). Three Reason Your Managers Need To Mentor
Why managers need to coach and mentor

3. Learning and Development
   – US Research show that training alone increases productivity by 22.8%; for training combined with coaching the figure was nearly 90 per cent.
Why managers need to coach and mentor

4. Engagement
   Engaged employees (Kelleher, 2013):
   • consistently say positive things about the organization
   • intend to stay with the organization
   • strive to achieve above and beyond what is expected in their daily role

Top 2 drivers for employee engagement:
1. “career development opportunities and training”
2. “more opportunities to do what I do best”.

Rolf, A. (2014). What Can Mentoring Contribute to Employee Engagement
Mentor Roles

- Elicit
  - Sponsor
  - Confidante

- Impart
  - Coach
  - Cheerleader
  - Role Model
  - Broker

- Challenge
  - Challenger
  - Protector

- Support
  - Coach
  - Role Model
  - Broker

- Spooner
  - Challenger
  - Confidante

- Challenge
  - Coach
  - Confidante

- Impart
  - Coach
  - Role Model
  - Broker

- Support
  - Coach
  - Role Model
  - Broker
Mentor Responsibilities

- Listen actively to mentee
- Maintain confidentiality

Ann Rolfe
Mentoring: Mindset, Skills and Tools, 2012
Listening

• A combination of what we hear, what we understand and what we remember

• Stages of Listening
  1. Hearing
  2. Identifying
  3. Auding
Levels of Listening

1. Ignoring
2. Pretend listening
3. Selective listening – hearing only parts of the conversation
4. Attentive listening – concentrating and focusing energy on the words
5. Empathic listening – listening with the intent to understand getting inside the person’s frame of reference
Why Listening is Difficult

- **Brain speed:**
  - average talking rate 150 wpm
  - average hearing rate 450 wpm
- **Self-centeredness**
- **Need to pay attention to word language and feeling tone**
- **Physical and physiological problems**
- **Psychological distractions**
Listening Tips for Mentors

• Put aside other things and resist distractions.
• Show interest.
• Do not interrupt.
• Listen for meaning. Do not think of what you’re going to say.
• Reflect, don’t react. Remain neutral.
• Listen also for what is not being said.
Sources of Meaning

Dr. Albert Mehrabian’s 7-38-55% Rule

Elements of Personal Communication

- 7% spoken words
- 38% voice, tone
- 55% body language

“What you do speaks so loudly that I cannot hear what you say.”

- Ralph Waldo Emerson
Listening Tips for Mentors

• Empathize with the person speaking.
• Restate main point. Summarize and get agreement
• Control the urge to give solutions
• Apply the 80:20 rule--80% for listening
Mentor Responsibilities

- Listen actively to mentee
- Maintain confidentiality
- Be accessible and provide Adequate time
- Encourage mentee to see things from more that one perspective; help them explore options
- Promote responsible decision-making
- Motivate and support mentee in achieving their goals

Ann Rolfe
Mentoring: Mindset, Skills and Tools, 2012
Mentor Responsibilities

- Ensure professional relationships, under organization guidelines and policies
- Offer advice, when asked without being directive, and enable the mentee to use problem solving methods
- Act as role model, embodying the organization values and ethical standards
- Recognize when it is time to relinquish role and do so with good grace
Mentee Responsibilities

• Initiate contact and set agenda
• Discuss issues candidly
• Maintain confidentiality
• Be open to various perspectives and options
• Gather information from a variety of sources
• Take action to achieve self-determined goals
Mentee Responsibilities

- Ensure a professional relationship, operating within the mentoring program guidelines and policies
- Act within the program’s values and ethical standards
- Conclude the relationship graciously
Tips for Asking Questions

- **Purpose:**
  To engage mentee in genuine self-reflection and achieve greater insight into the situations and challenges they are facing; not to degrade or to pry
  Begin with “What”, “When”, “Where”, “Who” and “How” to gather facts/information; use “Why” sparingly (often perceived as judgmental and indicting)
- Ask “Suppose” questions to introduce a new idea, break a deadlock or bring up an overlooked point
  (Example: “Suppose we ... ?”)
Tips for Asking Questions

- Ask questions that require higher level thinking.

Levels of Thinking

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
Tips for Asking Questions

• Make mentees go deeper; ask for evidence, examples or explanations to discover reasons behind one’s thinking.

• Ask back. To encourage mentee to think deeper return the question.

• Ask questions to get agreement.

• Offer several solutions in the form of a question.

• Use curiosity to stimulate curiosity.
Tips for Asking Questions

• Aim for quality, not the quantity of the questions
• Allow mentee some time to answer your question properly. When there’s silence, let it grow.
• Avoid the temptation to fill silence with yet another question. Silence provides you and the mentee with the space to think and reflect.
Success Factors

- Interpersonal Connection
- Emotional Expression
- Recognizing Competencies
- Individual Difference
- Nurturing Feedback
- Sense of Belonging
- Positive Future

Mentoring Relationships
Managing Mentoring Relationships

Exercise 1

• Form pairs and agree on who will take the lead
• Leader will perform body movements, which the other person will mirror
• Change roles and do the same
• Without assigning who the leader is, mirror each other
Mirroring

• Reflecting the other person’s **positive** body language during interaction to increase rapport
• May include gestures, vocal pitch and tone, posture, distance, eye contact, distance between the other person, and body orientation
• “People like people who are like them.”
• “People who are like each other like each other.”
Rapport

- Empathy and trust on which all good relations are founded
- Method for increasing the responsiveness of the mentee
- Achieved by reducing the differences between you and the mentee & building your similarities
Developing Rapport with Mentee

- Put mentee at ease
- Use their names often
- Share similar experiences
- Smile and use humor when appropriate
- Use the same terms or vocabulary the mentee uses
- Avoid body language showing disapproval
- Match and mirror body language
Managing Mentoring Relationships

Interpersonal Connection
making mentee feel understood
increases empathy and bonding

- Establish rapport
- Get to know each other personally
- Find common grounds
- Be observant and sensitive to the need of mentee
- Ask questions to clarify and understand
- Empathize
More Giving Feedback Tips

- Ask for people’s feedback on themselves before you give yours.
- Ensure that you ask people to give themselves some positive feedback, so that they recognize their strengths.
- Ensure that you give authentic positive feedback where it is deserved.
- Give people the chance to tell you what they would do differently if they could do it again.
Managing Mentoring Relationships

Nurturing Feedback

receiving useful information about self triggers self-regulation

- Balance: positive & negative feedbacks; ideal ratio of positive to negative comments at work 5:1.
- Observed: not hearsay
- Objective: factual (describe situation, behavior and impact)
- Specific: give examples
- Timely: as soon after the event as possible
Managing Mentoring Relationships

Sense of Belonging
feeling of safety and affinity reduces threat in the environment

• Show care, concern and respect
• Be approachable and accommodating
• Be collaborative and inclusive
• Use the pronoun “we” or “tayo”
Managing Mentoring Relationships

Positive Future

imbuing mentee with a sense of hope
and good things to come
Provide energy to move forward; fosters self-improvements

• Help mentee create a clear, compelling and vivid vision
• Agree on a meaningful and challenging goal
• Constantly refer back to the goal
Managing Mentoring Relationships

Individual Differences
Honoring individuality, encouraging diversity facilitates sounder decision and create better solutions
strengthens identity and self esteem

• Use conversations to get to know mentee better, understanding strengths and weaknesses
• Appreciate and affirm mentee’s unique traits as a person
• Tailor-fit challenges to mentee’s capabilities
Managing Mentoring Relationships

**Recognizing Competencies**

Identify competencies needed to achieve goals

drives motivation and performance

- Be clear about behavior and performance to be recognized
- Recognize behaviors and performance as they occur
- Use various forms of recognition and affirmation
Managing Mentoring Relationships

Emotional Expression

naming and recognizing feelings
results in openness

• Be sensitive to emotional expressions
• Label and acknowledge emotions
• Express understanding and acceptance for the emotion
Managing Mentoring Relationships

In interpersonal connection
Nurturing Feedback
Sense of Belonging
Positive Future
Individual Differences
Recognizing Competencies
Emotional Expression
Phases of Mentoring

I. First Conversation

II. Subsequent Conversations

III. Final Conversation
First Conversation: Connecting & Contracting

- Initial contact
- Building rapport
- Defining the scope
- Mentoring
- Clarifying roles
- Setting goals
- Negotiating
- Agreement and commitments (contracting)
Final Conversation: Celebrating & Closure

• Evaluating the mentoring process
• Acknowledging contribution and things that worked well
• Celebrating success
• Putting a closure to the partnership
• Redefining the relationship
Importance of the First Conversation

• Sets tone of the mentoring interaction
• Lays the foundation for a trust-based relationship
•Surfaces expectations of both mentor and mentee thereby minimizing disappointments over unmet expectations
• Provides a general direction for the duration of the mentoring period
Principles Underpinning the Mentoring Agreement

• **Joint Accountability** – strengthens trust and helps keep the learning relationship focused and productive.

• **Free and Honest Expression** - share strengths and weaknesses; dreams and goals; past, present and anticipated experiences; offer and hear feedback in the spirit of building competencies and strengthening areas of weakness

• **Focus** - clear purpose and goals, i.e., learning and development.
Mentoring Agreement

Mentor-Mentee agree on

- Learning Objectives
- Frequency and Medium of Conversations
- Confidentiality
- Norms and Ground Rules
- Target Completion
- Review and Evaluation
Mentoring is enabling people to create a space to think and reflect on their experience in order to draw learnings from it and plan on how to use these learnings.
THANK YOU!