

COACHING AND MENTORING FOR ORGANIZATIONAL EFFECTIVENESS

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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

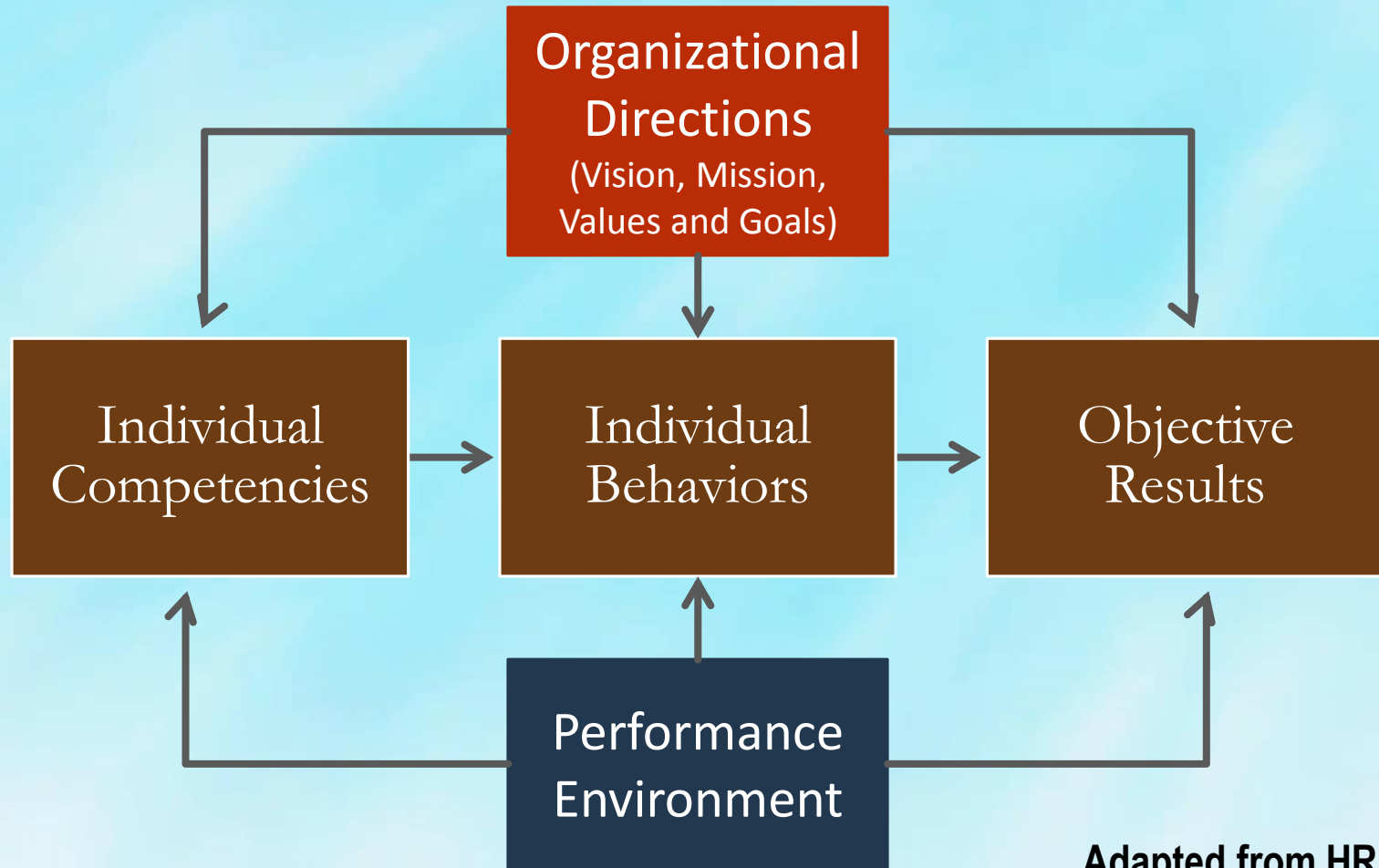
The “carrying out” and achievement of quantifiable objectives

Performance



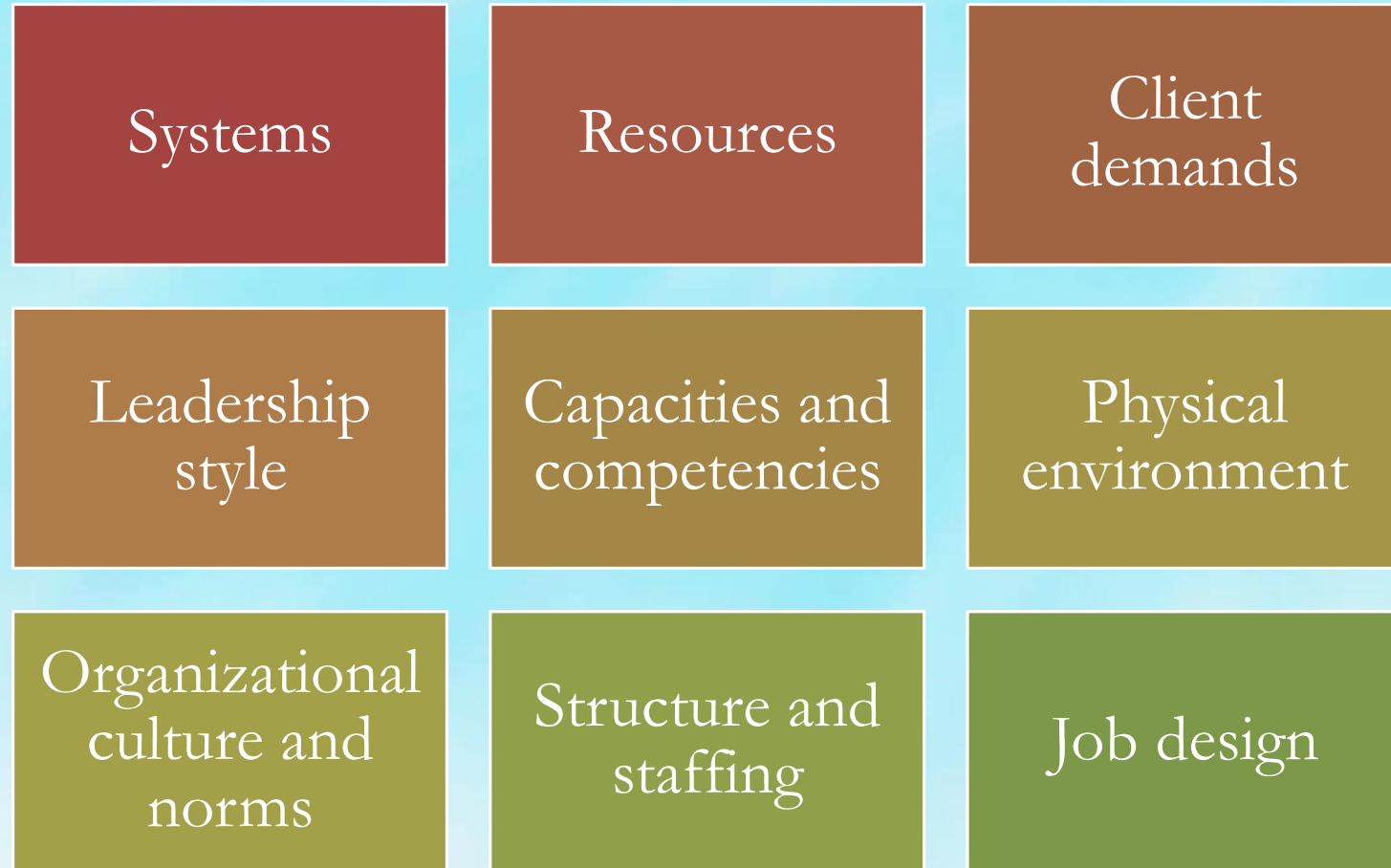
Results

Performance in Organizations



Adapted from HRM Gaining a Competitive Advantage, 2000

The Performance Environment



Performance Management Cycle



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

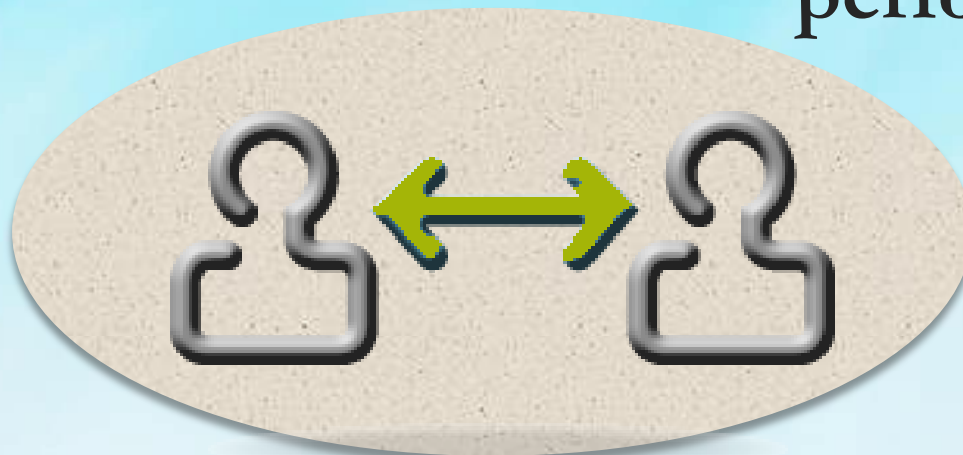
Helps you:

Identify what you are doing well

and what you need to improve

Coaching

- Helps you to discover your strengths
- How you can develop yourself and improve your 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

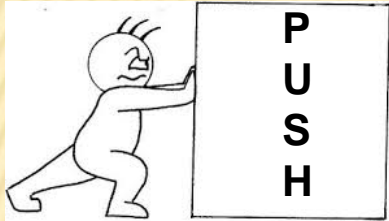
- Knowing what is going on around you and knowing what you are experiencing is essential for change to happen.



Responsibility

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

Directive vs. Non-Directive



(Solving someone's problem for them)

DIRECTIVE

Telling

Instructing

Giving Advice

Offering Guidance

Giving Feedback

Making Suggestions

Asking questions that Raise Awareness

Paraphrasing

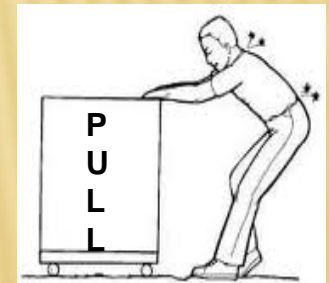
Summarizing

Reflective

Listening to Understand

NON-DIRECTIVE

Coaching is 100% driven by the coachee.



(Helping someone solve his/her own problems)

Reachability:
prerequisite to coaching



- **“Coaching Moments”:**
- **when coachee is ready to successfully own their part in the coaching process**

Characteristics of Coachability



Commitment to change

Openness to information about self

Readiness to move out of their comfort zone

Appreciation of new perspectives

Awareness about self and others

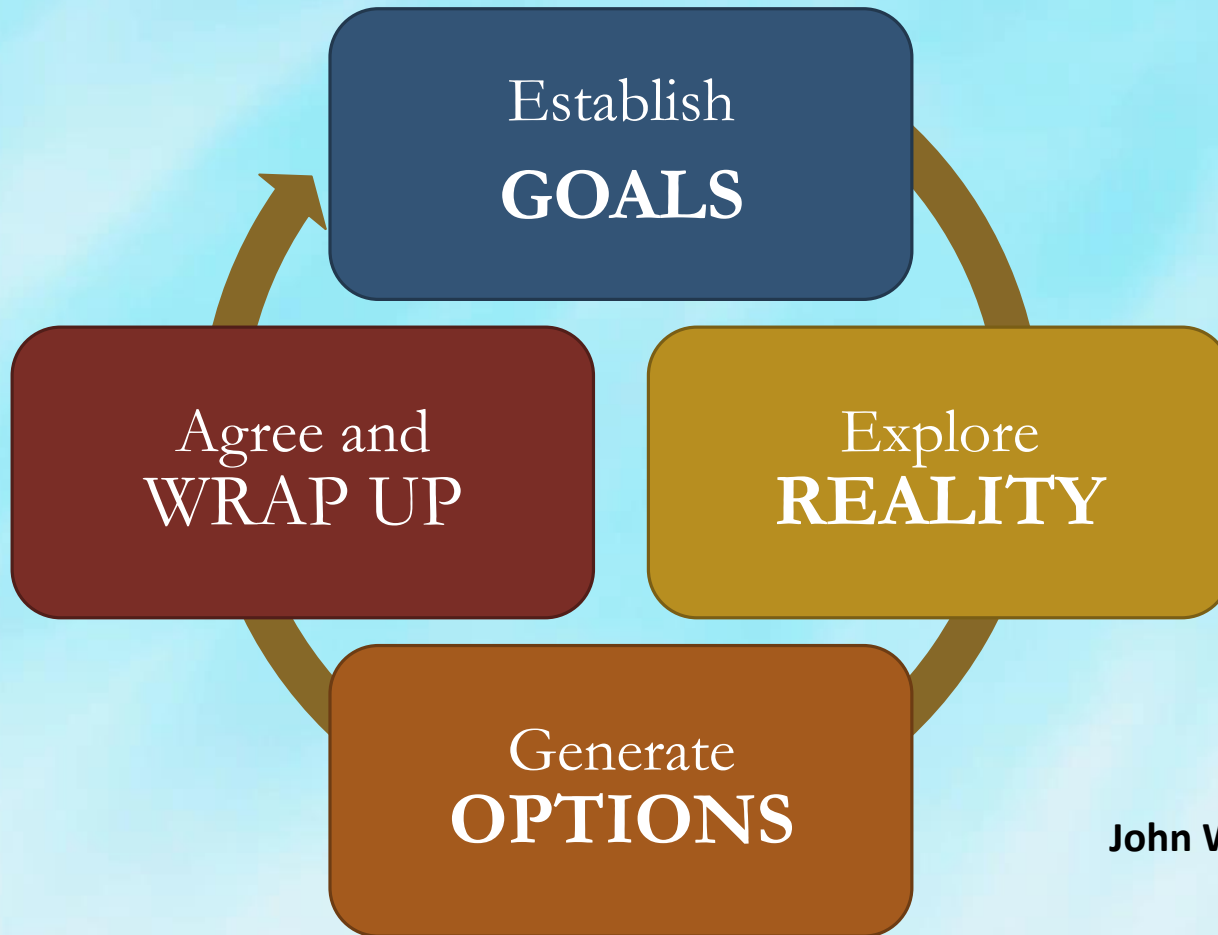
Creating Coaching Moments

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



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



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



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



Agree options, WRAP UP

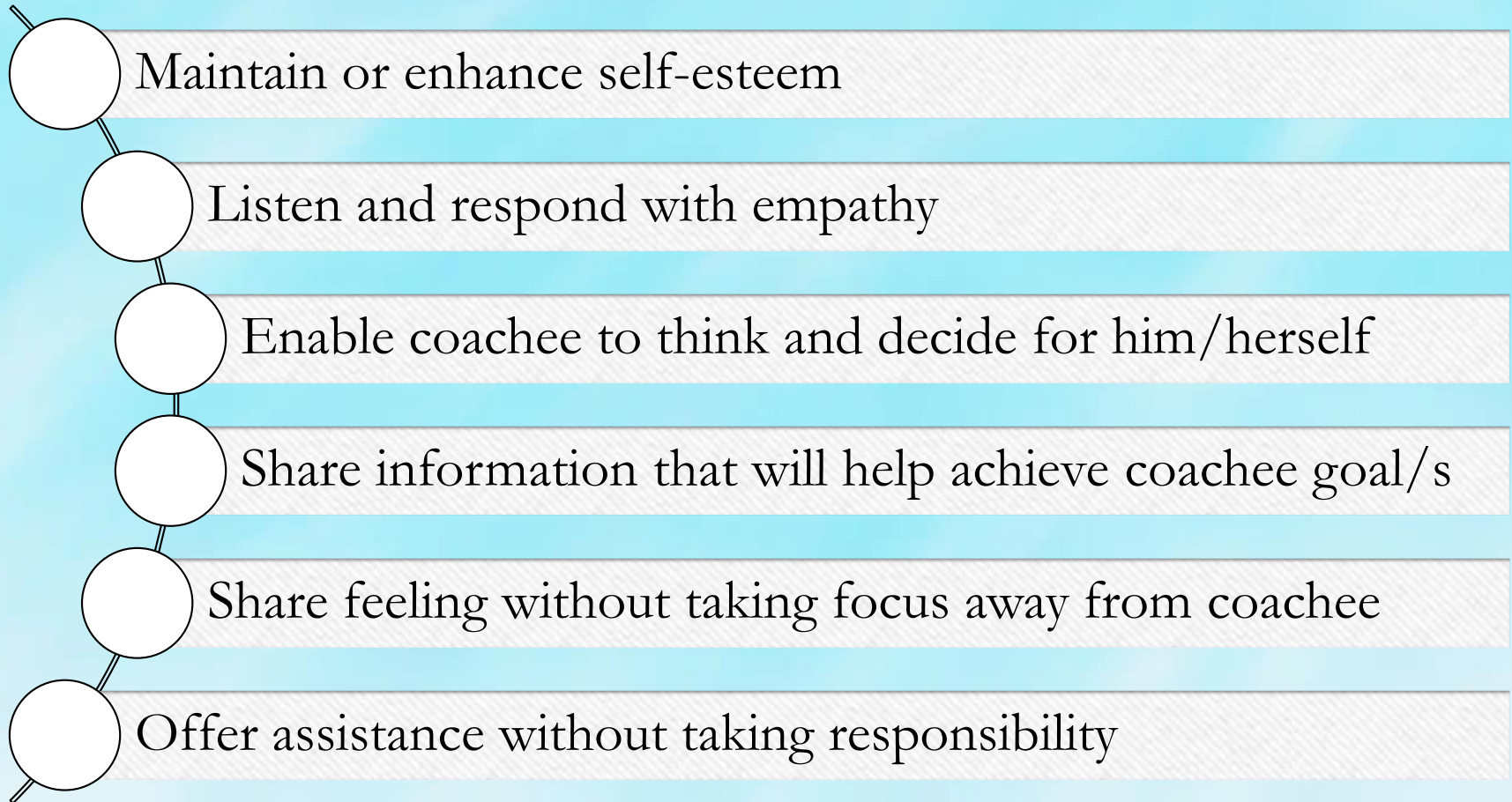
Key Point

- 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



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



Scenario	Coachee	Coach	Observer
Good performance	A	B	C
Performance problem	B	C	A
Resistant former peer	C	A	B

Time to reflect

- How have you been conducting coaching in the workplace?
- What would you do differently as a result of what you learned?

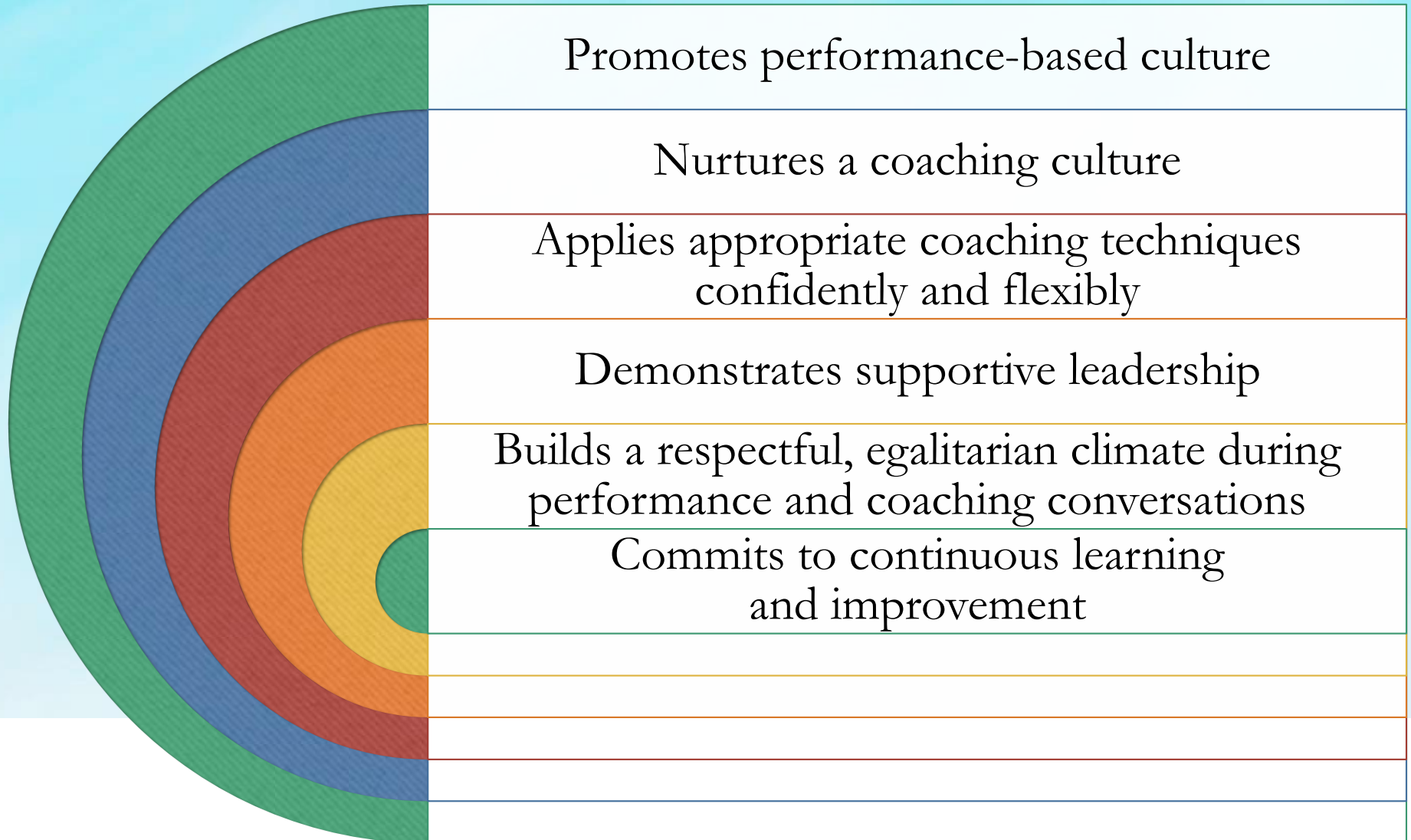


Coaching is unlocking
a person's potential to maximize
their own performance.
It is helping them to learn
rather than teaching them.

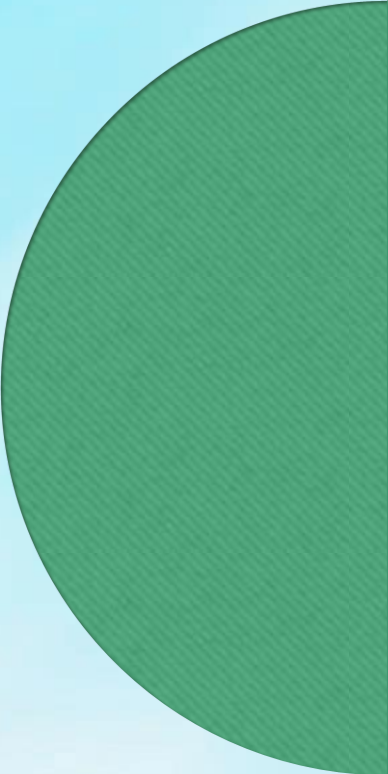
Timothy Gallwey



Core Elements of MPCR




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

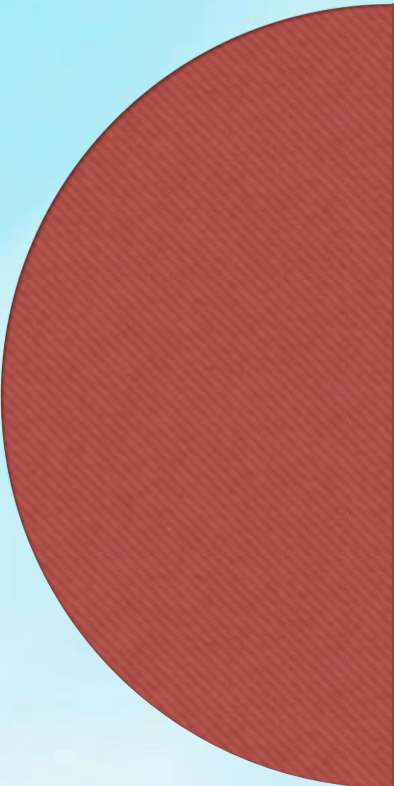
Nurtures a coaching culture



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

Informal

Formal

Reciprocal

Reverse

Cascading

Group Mentoring

Mentoring Round Table

Mentoring Circle

Business Mentoring &

Executive Coaching



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

Traditional Roles

Sponsor

Advisor

Technical
consultant

Modern Roles

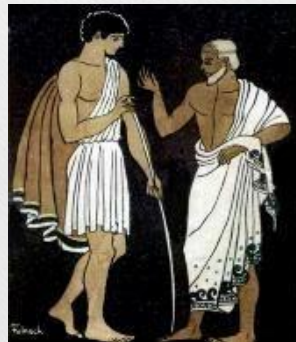
1. Confidant
2. Protector
3. Cheerleader
4. Broker
5. Role Model
6. Coach
7. Challenger
8. Sponsor

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

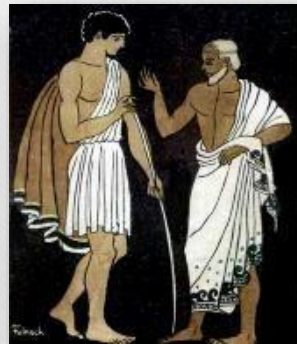


4. Shift in Mentor and Mentee Profile

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.

- Connor, M. and Pokora J., 2007

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):

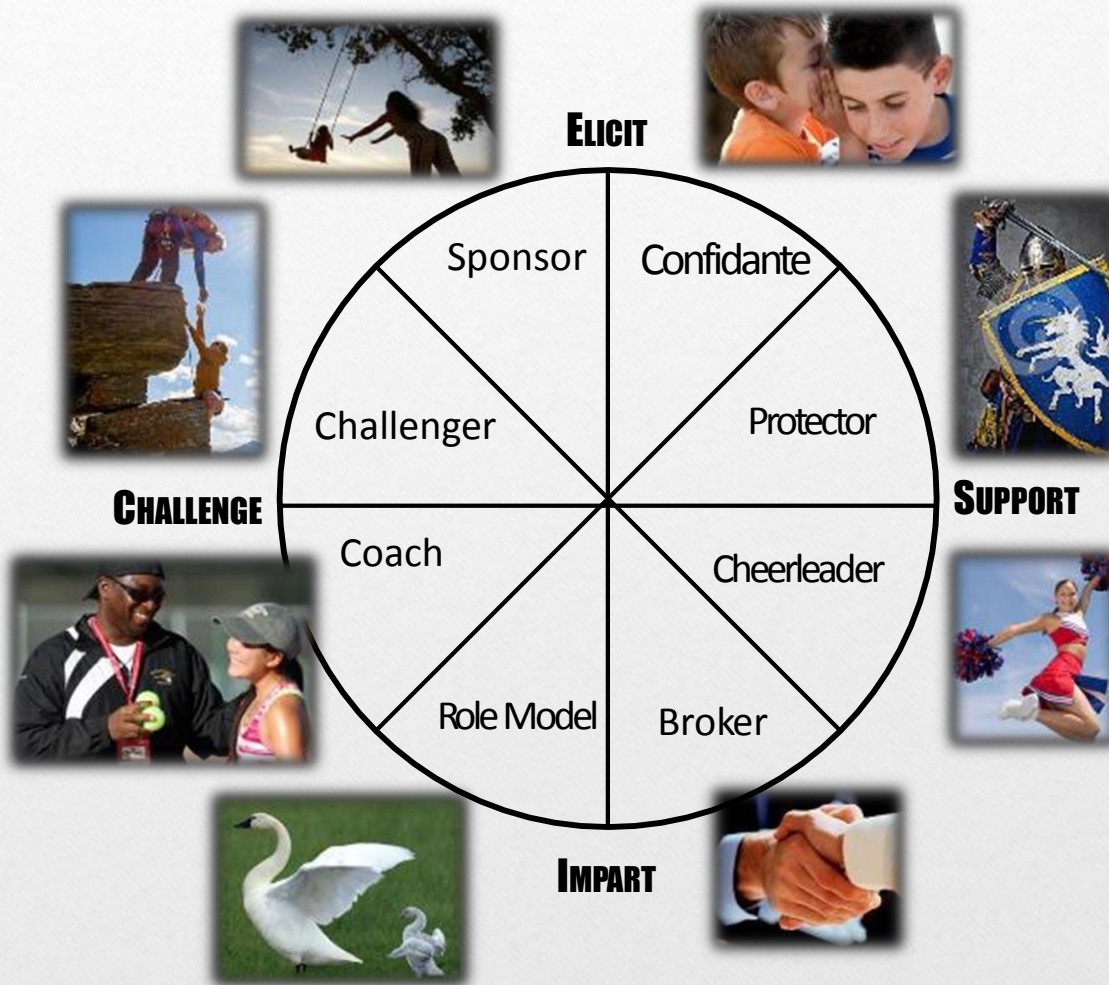
- consistently say positive things about the organization
- intend to stay with the organization
- strive to achieve above and beyond what is expected in their daily role

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



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

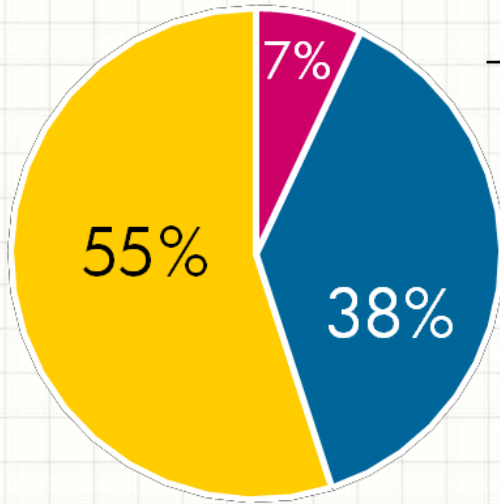


Listening Tips for Mentors

- 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 than 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)

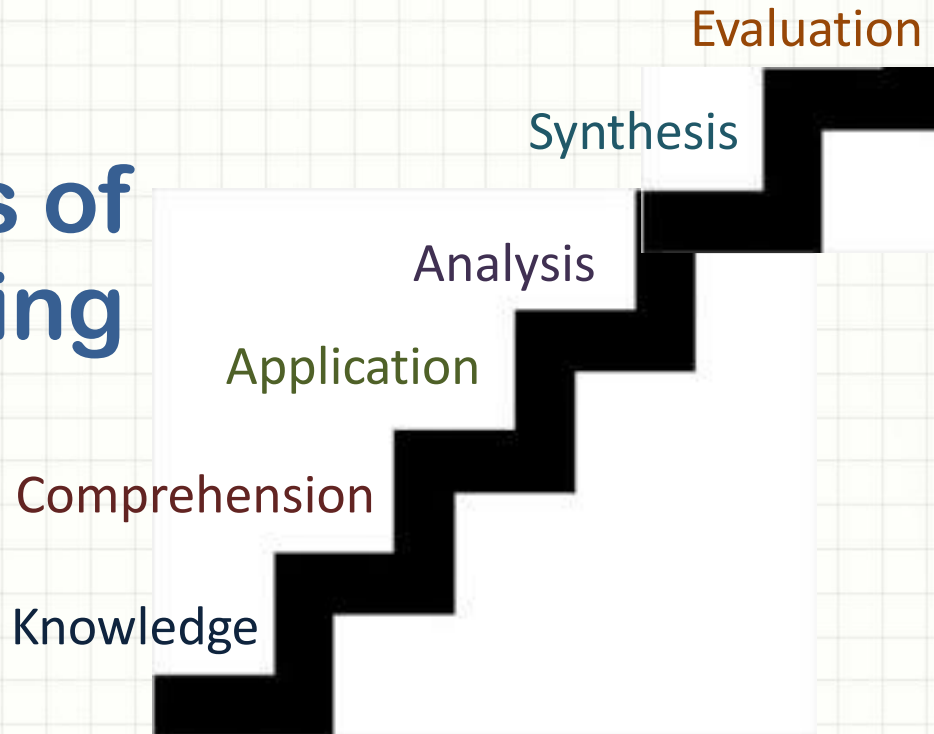
Ask “Suppose” questions to introduce a new idea, break a deadlock or bring up an overlooked point

(Example: “*Suppose we ... ?*”)

Tips for Asking Questions

- Ask question that require higher level thinking

Levels of Thinking



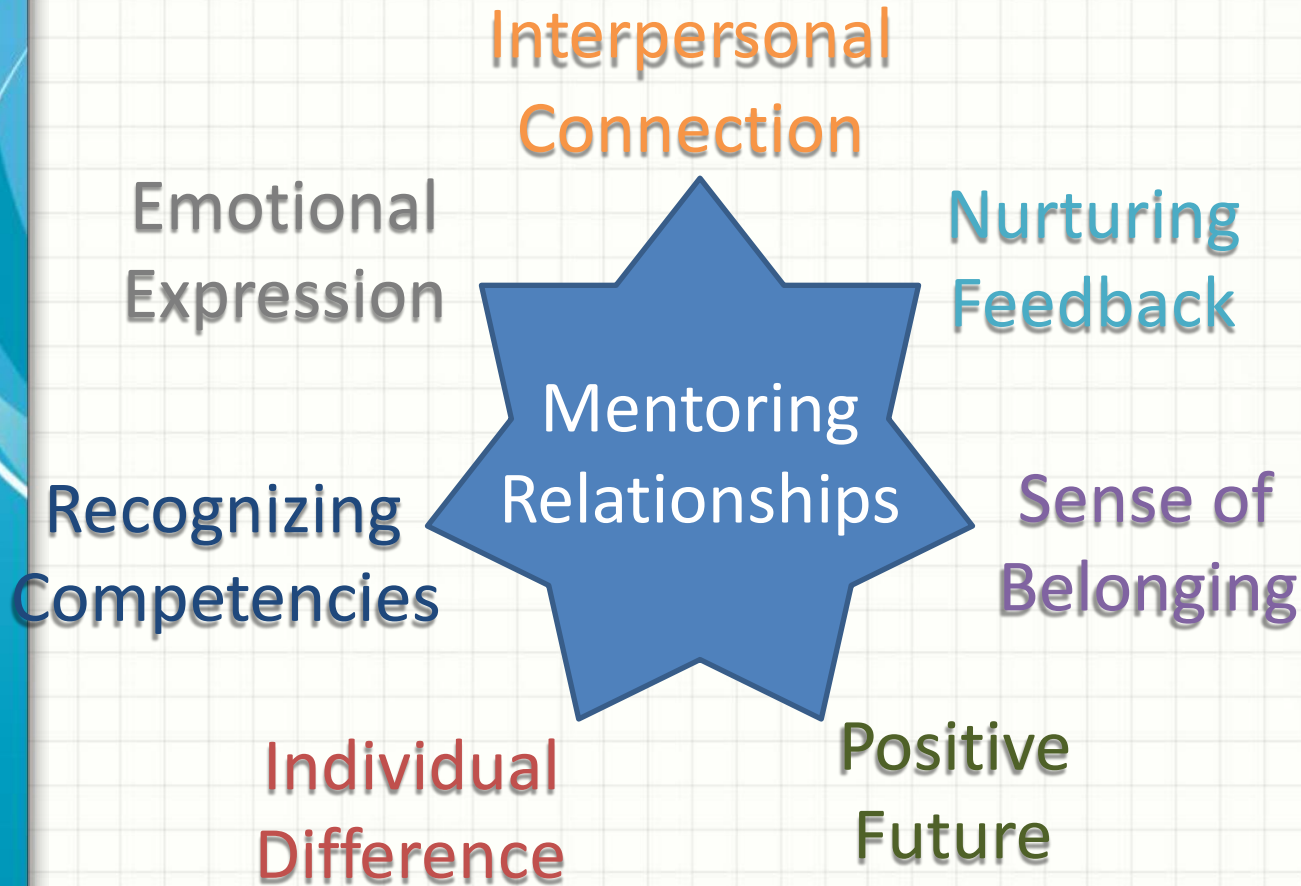
Tips for Asking Questions

- 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



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

- **B**alance: positive & negative feedbacks; ideal ratio of positive to negative comments at work 5:1.
- **O**bserved: not hearsay
- **O**bjective: factual (describe situation, behavior and impact)
- **S**pecific: give examples
- **T**imely: 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

Interpersonal Connection

Nurturing Feedback

Sense of Belonging

Positive Future

Individual Differences

Recognizing Competencies

Emootional 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 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.

Insights



THANK YOU!