

**B867\_1**

**Workplace learning with coaching and mentoring**

**About this free course**

This free course is an adapted extract from the Open University course B867 Workplace learning with coaching and mentoring [www.open.ac.uk/postgraduate/modules/b867](http://www.open.ac.uk/postgraduate/modules/b867?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook).

This version of the content may include video, images and interactive content that may not be optimised for your device.

You can experience this free course as it was originally designed on OpenLearn, the home of free learning from The Open University –

[www.open.edu/openlearn/money-management/workplace-learning-coaching-and-mentoring/content-section-0](http://www.open.edu/openlearn/money-management/workplace-learning-coaching-and-mentoring/content-section-0?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook)

There you’ll also be able to track your progress via your activity record, which you can use to demonstrate your learning.

Copyright © 2016 The Open University

**Intellectual property**

Unless otherwise stated, this resource is released under the terms of the Creative Commons Licence v4.0 <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.en_GB>. Within that The Open University interprets this licence in the following way: [www.open.edu/openlearn/about-openlearn/frequently-asked-questions-on-openlearn](http://www.open.edu/openlearn/about-openlearn/frequently-asked-questions-on-openlearn). Copyright and rights falling outside the terms of the Creative Commons Licence are retained or controlled by The Open University. Please read the full text before using any of the content.

We believe the primary barrier to accessing high-quality educational experiences is cost, which is why we aim to publish as much free content as possible under an open licence. If it proves difficult to release content under our preferred Creative Commons licence (e.g. because we can’t afford or gain the clearances or find suitable alternatives), we will still release the materials for free under a personal end-user licence.

This is because the learning experience will always be the same high quality offering and that should always be seen as positive – even if at times the licensing is different to Creative Commons.

When using the content you must attribute us (The Open University) (the OU) and any identified author in accordance with the terms of the Creative Commons Licence.

The Acknowledgements section is used to list, amongst other things, third party (Proprietary), licensed content which is not subject to Creative Commons licensing. Proprietary content must be used (retained) intact and in context to the content at all times.

The Acknowledgements section is also used to bring to your attention any other Special Restrictions which may apply to the content. For example there may be times when the Creative Commons Non-Commercial Sharealike licence does not apply to any of the content even if owned by us (The Open University). In these instances, unless stated otherwise, the content may be used for personal and non-commercial use.

We have also identified as Proprietary other material included in the content which is not subject to Creative Commons Licence. These are OU logos, trading names and may extend to certain photographic and video images and sound recordings and any other material as may be brought to your attention.

Unauthorised use of any of the content may constitute a breach of the terms and conditions and/or intellectual property laws.

We reserve the right to alter, amend or bring to an end any terms and conditions provided here without notice.

All rights falling outside the terms of the Creative Commons licence are retained or controlled by The Open University.

Head of Intellectual Property, The Open University

978-1-4730-2169-3 (.kdl) 978-1-4730-2168-6 (.epub)

# Contents

* [Introduction](#Introduction1)
* [Learning outcomes](#LearningOutcomes1)
* [1   The traditional training-based approach](#Session1)
  + [1.1   Training needs analysis (TNA)](#Session1_Section1)
  + [1.2   Sketching out the training programme](#Session1_Section2)
  + [1.3   What kind of training?](#Session1_Section3)
  + [1.4   Using technology for training](#Session1_Section4)
  + [1.5   Training evaluation](#Session1_Section5)
  + [1.6   Critical thinking about TNAs](#Session1_Section6)
* [2   The shift from training to learning](#Session2)
  + [2.1   From skills to skilfulness](#Session2_Section1)
  + [2.2   A broader scope of learning](#Session2_Section2)
* [3   Coaching and mentoring: an overview of similarities and differences](#Session3)
* [4   Supporting learning in coaching and mentoring](#Session4)
* [5   An introduction to coaching in practice](#Session5)
  + [5.1   Planning a series of coaching sessions](#Session5_Section1)
  + [5.2   Using the GROW coaching model](#Session5_Section2)
* [Conclusion](#Session6)
* [Keep on learning](#Session7)
* [References](#References1)
* [Further reading](#FurtherReading1)
* [Acknowledgements](#Acknowledgements1)
* [Solutions](#Solutions1)

## Introduction

This free course, Workplace learning with coaching and mentoring, will help you consider some of the theoretical and practical issues involved in planning and managing learning and talent development programmes for people in your organisation. You will also explore ideas about coaching and mentoring, as these have become prevalent learning and development tools in contemporary organisations.

During the course, you will learn about the transition from training to learning, and how learning theories become concrete in the practical issues and decisions you will make about learning and talent development. The course is designed to encourage critical and personal reflection on these practices with the aim both of enhancing your own learning experiences and of providing effective learning interventions for others.

This OpenLearn course is an adapted extract from the Open University course [B867 Workplace learning with coaching and mentoring](http://www.open.ac.uk/postgraduate/modules/b867).

## Learning outcomes

After studying this course, you should be able to:

* describe the generic components of the traditional training lifecycle of the training needs analysis, or TNA (sometimes called a training needs assessment), design and development, delivery and evaluation
* critically evaluate the strengths and limitations of the traditional training-based approach, and the main implications of the shift from training to learning
* explain what we mean by coaching and mentoring and how they can support learning
* practise a range of foundation coaching skills.

## 1   The traditional training-based approach

The traditional way of thinking about learning and development in organisations is by considering training needs in terms of the gap between the organisation’s current capabilities and the desired capabilities for the organisation to develop. Arguably, the most basic of all toolkits for human resource development (HRD) professionals is a step-by-step approach that starts with the training need analysis, or TNA (sometimes called a training needs assessment), followed by the training design and delivery and ending in training evaluation. This process is illustrated in Figure 1.

Start of Figure



Figure 1: A traditional training approach

[View description - Figure 1: A traditional training approach](" \l "Session1_Description1)

End of Figure

For decades now, HRD theory has emphasised the value of this sort of systematic approach to training, which seeks to put human development activities into similar sorts of methodological frameworks as those used for business planning or IT systems design. Successful provision of training and development thereby sits alongside other key functions in business planning, and stakeholders are encouraged to focus on the following key issues:

* the importance of articulating the desired outcomes from the training – that is, how will you know that the training has been a success?
* the need for congruence between individual and organisational goals
* the importance of practical issues of scheduling and costing time for participants and facilitators
* the need for stakeholder engagement, sponsorship and support for the training programme and their understanding of the impact it will have on the organisation, both short- and longer-term.

## 1.1   Training needs analysis (TNA)

Most commentators agree that the first step, the TNA, is the most important part of the training lifecycle. This is where the gaps between current and desired capabilities are assessed – that is, where the scale as well as the nature of the training requirement begins to become clear. A classic TNA will usually examine these needs at three levels – organisation, job-task and individual.

**Organisational analysis:** This is where the TNA links to corporate strategy (or equivalent for the non-corporate sector) and the HRD strategy. Here you will consider how well the organisation as a whole is equipped to deal not only with current challenges, but also with future skills needs, to the extent that these can be predicted based on developments in strategy, or, for example, the introduction of new technologies.

You may use data from your workforce planning activities to assess the impact on your organisation of a variety of issues such as employees reaching retirement age, getting promoted and therefore needing to be back-filled, or managing short- and long-term sick leave.

A key consideration at this level is to get input from leaders and other key stakeholders on the assumptions you are making about the future direction of the organisation, and the skills the organisation will therefore need to build, recruit, retain and potentially phase out.

**Job-task analysis:** This is where the analysis moves to individual jobs and roles to assess the gap between current and desired skills and capabilities. Examining job descriptions and specifications provides the basis of decisions about any gaps in capability levels.

There is an important link between this analysis and any business process reengineering (BPR) work that the organisation is undertaking. BPR often results in a significant demand for the development of new skills and/or the refinement of existing skills to adapt to new technologies and/or processes.

One further term you may hear in this context is ‘job family’. Job families are groups of jobs that involve the same or similar kinds of work, and which therefore require the same or similar skills, attitudes and behaviours. Clustering jobs into families can make training planning and delivery more efficient, as well as being useful for other HRD activities, such as remuneration, reward and career progression.

**Individual analysis:** This is where the link is made between each individual’s training needs and their overall performance management and appraisal. If an employee’s appraisal reveals problems with performance, then often the most obvious step is to recommend training to fill the gap and help the employee to meet the desired performance standard.

**A competency-based approach**

TNAs tend to reflect a ‘competency’ approach to learning and development. There are many different kinds of competency models, but the fundamental idea is that ‘competency’ is an umbrella term which encompasses different sorts of training needs, often categorised into the three areas: skills, attitudes and behaviours. These categories are intended to reflect the different aspects of workplace performance – that is, both what people do and how they do it. Competency approaches therefore attempt to reflect both ‘hard’ and ‘soft’ abilities and aptitudes required by the organisation.

Start of Box

**Box 1: Competence or competency?**

In the past, HRD professionals drew a distinction between ‘competence’ and ‘competency’. The term ‘competence’ (plural competences) was used to describe what people need to do to perform a job, and was concerned with effect and output, rather than effort and input. ‘Competency’ (plural competencies) described what lies behind competent performance, such as critical thinking, analytical skills or interpersonal qualities. These days, however, there is growing awareness that job performance requires a mix of skills, attitudes and behaviours. The terms ‘competence’ and ‘competency’ are now used interchangeably to reflect this mix.

End of Box

### Tools for TNA

The main tools you can use to gather data for TNA work include the following:

* **Surveys/questionnaires:** These may be specifically designed for TNA work, or they may be surveys that are being administered for other purposes (e.g. to gauge employee engagement or staff satisfaction) where the data can also be used to identify training needs.
* **Interviews:** Instructional designers often decide to interview job-holders in order to build a richer picture of what a job entails than the one available in formal job descriptions. Interviewing job-holders, and potentially other relevant stakeholders, can help to elicit the hidden and implicit aspects of the job, as well as the more obvious ones.
* **Assessment centres:** These are often a good way of building a picture of employees’ development needs across a range of functions and activities. If used for TNA purposes, they need to be aligned with the overall performance management strategy.
* **Observations:** You might decide to collect data on what skills are deployed in a more naturalistic setting than that offered by interviews and assessment centres – that is, when people are engaged in their normal day-to-day activities.
* **Document reviews:** TNA work frequently involves examining key documents, such as job descriptions, person specifications, business plans and articulations of corporate strategy and values. This is especially useful for the organisational analysis, and for predicting future needs, rather than just documenting current ones.

Figure 2 shows how some of these different sources of data can be used to inform each of the levels of TNA work.

Start of Figure

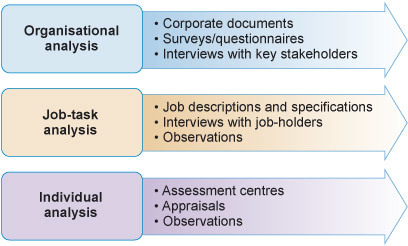


Figure 2: Data sources for different levels of TNA work

[View description - Figure 2: Data sources for different levels of TNA work](" \l "Session1_Description2)

End of Figure

## 1.2   Sketching out the training programme

Once you have collected your data on current versus desired capabilities, you can begin to sketch out an overall design for the training programme. This will typically include:

* expected learning outcomes
* assumptions about prior learning and current skill base
* key success factors and analysis of risks
* suggestions for delivery method
* ideas for training evaluation
* indicative timescales
* indicative costs
* stakeholder engagement strategy.

At this stage, the programme design is provisional – a ‘sketch’. It reflects your first ideas and working assumptions about the training provision you think is required. At the TNA stage, you need to document these elements so that you can get feedback and endorsement for your approach from key organisational stakeholders. As you move into the subsequent training design, development and delivery phases, you may well need to revisit some of these ideas and assumptions.

## 1.3   What kind of training?

An important step in TNA work is the selection of delivery method(s) for the training needs that you have identified. The criteria for selection of methods are likely to include:

* the priority and/or urgency of the learning and talent development needs
* the organisational culture and its attitude towards learning and talent development
* the type of occupation, level of seniority and qualifications/educational background of learners
* the type of learning need to be met
* any data you have about learner styles and preferences
* any evaluation data you have of the effectiveness of previous learning and talent development interventions
* costs and budgets available.

Options for training delivery typically include:

* courses and classroom training
* in-house development programmes
* external courses and programmes, including formal qualifications
* on-the-job training, including shadowing and observation
* coaching and mentoring (we will explore this option in more detail later in this course).

## 1.4   Using technology for training

One of the most vibrant debates among instructional designers concerns the use of technology for training. As students from this course, you will already have a sense of some of the advantages and disadvantages of technology-based training, such as distance learning, and if you are or have been an OU student you are likely to have come across computer simulations, webinars and certainly online discussion forums (synchronous and asynchronous). It used to be assumed that technology-based training would be cheaper than face-to-face methods. However, both empirical and anecdotal evidence suggest that any savings associated with reduced travel costs and facilitator time are normally offset by increased spending on IT equipment and support (Kraiger, 2003).

One technology-based approach that is attracting a lot of attention among theorists, practitioners and in the media is MOOCs (massive open online courses). MOOCs are designed for unlimited participation and open access via the web, and are built around the principle of sharing knowledge and resources.

## 1.5   Training evaluation

The final stage in the standard approach to training (as shown in Figure 1) is evaluation. Although evaluation typically takes place at the end of the training cycle, deciding on the approach to evaluation is something which should normally be part of TNA work: evaluation criteria should be built into a training programme from the outset, and not as an afterthought!

A great deal of work in this area is based on the Kirkpatrick (1979) model, which has become a classic in the field of instructional design. It is easy to understand, well tested and forms something of a common currency among training evaluators and HRD professionals. The model proposes four levels of evaluation:

1. reactions
2. learning
3. behaviour (job impact)
4. results (business impact).

### Level 1 – reactions

Reactions are usually captured using attitude questionnaires or surveys administered at the end of a course. These ask students what they thought of the programme, whether the setting was conducive to learning, which parts they particularly liked, and whether there were any aspects they did not like. Questionnaires measure subjective perceptions of training, not whether it will have any impact on behaviour or performance. This subjectivity is both a strength and a limitation. On the one hand, such surveys can capture rich, often qualitative, data on the student experience, sometimes revealing aspects of the training that course designers and facilitators may not have been aware of. On the other hand, by focusing on students’ likes and dislikes, such surveys may distort an instructional design towards what will be popular and/or enjoyable, rather than what will be most effective or informative.

Start of Figure

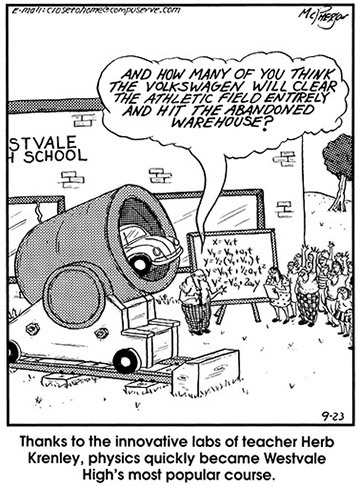


Figure 3: Popularity or effectiveness?

[View description - Figure 3: Popularity or effectiveness?](" \l "Session1_Description3)

End of Figure

### Level 2 – learning

Learning relates to the absorption of new knowledge and content. Evaluation at this level is usually undertaken using pre-test/post-test comparison – that is, a measurement of the changes in skills and/or knowledge that can be directly attributed to the training intervention. Formal assessments, qualifications and exams are all examples of measuring achievement at this level of evaluation.

### Level 3 – behaviour

Behaviour refers to the successful application of learning – that is, the transition from the classroom to the workplace. Level 3 evaluations can be performed using formal assessment or through more informal approaches, such as observation. This sort of evaluation normally needs to be conducted by someone with in-depth understanding of the job in question and the degree of performance improvement that can realistically be expected from the training. This type of training evaluation should be aligned with performance management reviews for the individual trainee.

### Level 4 – results

Results refer to the link between impact on the job and impact on the organisation. If training has been well designed and has met its objectives in terms of individual performance (level 3), there should be a feed-through to enhanced business performance. It is at this level that training can start to be evaluated in terms of its return on investment (ROI). Thus, HRD strategy often involves gauging the rate of return for an organisation’s investment in its people. Training and development often make up substantial proportions of this investment; so level 4 evaluation is considered a crucial competency for HRD professionals in corporate and business strategy.

### 1.5.1   Current practices of evaluation

Instructional designers often try to work all four levels into their evaluation strategy for a programme. By progressing through each level, they can build a kind of ‘chain of evidence’ which can connect individual participant reactions with organisational performance. Having the right conditions for learning (level 1) enables the acquisition of new knowledge and skills (level 2). This lays the foundation for learning to be applied back in the workplace (level 3), which in turn should have an impact on organisational or business performance (level 4).

Although very basic (Holton, 1996), the Kirkpatrick model continues to form the basis of many decisions about evaluation. Other models have been developed more recently, and it is useful to view these as extensions or modifications of the classic Kirkpatrick approach. For instance, the CIPD recommends the ‘RAM’ approach (Bee and Bee, 2007), which focuses on the need for:

* **Relevance:** how training provision will meet the actual needs of the organisation, both now and in the future.
* **Alignment:** how training is linked to other key HRD activities, such as performance management and reward and employee engagement, and to other functional areas, such as finance and strategy.
* **Measurement:** how training metrics can be linked to other performance metrics and key performance indicators (KPIs).

Contemporary discussions also highlight the crucial importance of the human skills of insight and intuition in HRD (Sadler-Smith, 2008). If we can supplement the formal criteria of the Kirkpatrick model and its successors with ‘gut feel’ about what will or will not work, we can move towards a more holistic approach to evaluation. After all, theories about the way we think have evolved to incorporate both our rational and our instinctive capabilities. You may have heard of, perhaps even read, Daniel Kahneman’s best-seller Thinking, Fast and Slow (Kahneman, 2011). It suggests that intuition may be fast; in other words, that it is not the result of systematic, logical evaluation, but it is a vital aspect of how we operate as human beings – a different kind of ‘expertise’. As Kahneman puts it:

Start of Quote

[E]ach of us performs feats of intuitive expertise many times each day. Most of us are pitch perfect in detecting anger in the first word of a telephone call, recognise as we enter a room that we were the subject of the conversation, and quickly react to subtle signs that the driver of the car in the next lane is dangerous.

(Kahneman, 2011, p. 11)

End of Quote

Kahneman’s words remind us that the skills of any activity of evaluation involve this kind of intuitive fast thinking, as well as the more systematic, slow kind.

## 1.6   Critical thinking about TNAs

Recent developments in HRD thinking have highlighted the crucial significance of the ‘real world’ context of TNA activities. This involves acknowledging the social networks and power relations of organisational life, including the influence of self-interest, self-promotion and/or self-preservation among the organisational members whose opinions you are seeking in your TNA research. For instance, when employees are asked to describe the constitutive components of their jobs, they may be motivated to describe an ideal job performance rather than a realistic one, or to over-emphasise the complexity of the job in order to boost their own profile in the organisation. Questions such as whether a formal qualification is essential for a job’s performance may well be a matter of opinion, rather than unchallengeable fact, perhaps revealing organisational members’ personal prejudices.

Clarke (2003) presents a useful list of questions for HRD professionals, highlighting some of the key issues associated with the politics of TNAs. You may find some of these questions useful when completing Activity 2, which follows.

**Self-interest**

1. Who are the key stakeholders in the TNA and what are their sources of influence?
2. How might the TNA and its conclusions influence the current balance(s) of power?
3. What are the expressed motives for the TNA?
4. Can the nature of any undisclosed motives be identified?
5. How might the TNA affect job security or career prospects?

**Organisational conflict**

1. What is the degree of conflict between organisational members with a stake in the TNA?
2. What is the nature of this conflict?
3. Is there a climate of openness and trust?
4. How do different stakeholder groups view each other?
5. Are the goals of the TNA shared?

Start of Activity

**Activity 1: Doing a TNA**

Allow around 60 minutes for this activity

Start of Question

Think about your current role, or one you may have in the future, or one with which you are familiar from your previous experience. Using the content of this course so far, note down in the text box below your answers to the following questions:

1. How would you go about gathering information to guide a TNA for this role?
2. What training methods would you consider if you were designing a programme to address these needs, and why?
3. How would you evaluate the effectiveness of the training you design? Would you use the Kirkpatrick criteria, or are there other important considerations when considering the value of training? Would an informal approach work better? If so, why?
4. How would you take into account the political context of your TNA? Are there any ways in which self-interest or organisational conflict might influence your conclusions?
5. What are the strengths and limitations of this formal training-based approach to understanding learning and talent development requirements?

Keep hold of your notes, because you will need to refer to them in the next activity.

End of Question

*Provide your answer...*

[View feedback - Activity 1: Doing a TNA](" \l "Session1_Discussion1)

End of Activity

## 2   The shift from training to learning

A gradual shift from training to learning began during the 1980s, mainly in the US and the UK. This was a time of high employment and labour turnover, when organisations were competing with each other for skilled workers and were keen to understand how to retain and develop employees. It was also a time when innovation in the use of technology and of increasing global competition started to be noticed, and there was pressure on organisations to respond quickly to these changes. To make this rapid response easier, organisations increasingly started to move to flatter structures and project-based working, with a marked increase on the outsourcing of work to contractors and agencies. Employees began to work in different ways as new technologies made flexible working and home working much easier and more common. Against this background, new ideas began to develop about how organisations could think strategically about individual and organisational learning and how both individuals and organisations could be helped to learn quickly and continuously in order to develop the new skills demanded by organisational change.

For those employed as trainers, there were major challenges to face, with a shift from delivering training in specific areas of knowledge to finding a range of ways to support and facilitate learning, often through coaching or mentoring. This sometimes meant encouraging individuals to decide for themselves how to learn, and even what to learn, rather than being told or led by the trainer. In this new world, those who specialised in learning within organisations had to think about how their roles have changed and the competencies they would need.

This shift is also related to the different understandings of learning: specifically, the development of theory from behaviourism, through cognitivist and humanism, towards social constructivism. In the social constructivist view, we make active sense of our worlds, we construct our own versions of ideas and we craft our own connections between them (Burr, 2015). This means that social constructivist learners are active, rather than passive; they take ownership of their own learning, rather than merely being recipients of the training specified and designed by others.

In this section you will explore, in a little more detail, the idea that learners take ownership for their learning. Although some of these ideas are quite conceptual and abstract, they do have direct relevance for the practices of learning and talent development. In particular, they signal a move away from relying only on formal training-based approaches towards seeing training as just one component in a suite of different learning experiences.

## 2.1   From skills to skilfulness

There has been increased emphasis within HRD strategy on the need to be more agile and responsive in the face of the rapidly changing environment of work and organisations, especially with the advent of new technologies. Specific skills can quickly become out of date, sometimes becoming obsolete even by the time a formal training programme has been defined, approved and implemented. This has led many learning experts to call for a shift ‘from skills to skilfulness’ (Bigelow, 1995).

Such a shift in emphasis represents a change in our understandings of the agency or responsibility for learning, too. Scholars and practitioners are increasingly focusing on the need for learners to develop a sense of ownership of their own learning objectives, methods and outcomes, rather than relying on these being assessed, defined or mandated by their employer. One of the most crucial aspects of an individual employee’s skilfulness (rather than skills) is a proactive attitude and a willingness to take charge of at least some elements of their own development. This mirrors developments in other aspects of organisational strategy, such as leadership and change management approaches, with their increasing emphasis on facilitating and enabling, rather than directing and mandating.

One of the motivations for these developments is a heightened focus on the ethics of organisational and institutional life, especially in the wake of recent corporate scandals. As Vince (2011, p. 344) puts it, instructional designers now think that ‘passive approaches to learning reinforce passive approaches to managing’. So, if we want our leaders, managers and other employees to question wrongdoing, we need to encourage such questioning in the development programmes we design for them, including enabling them to take responsibility for their own learning by questioning whether a particular programme is right for them.

## 2.2   A broader scope of learning

All these developments and contextual factors are contributing to a move away from the assumption that formal, usually classroom-based, training solutions are the best approach to learning and talent development, and towards exploring alternative approaches that both enable and rely on learners making their own connections between theory and practice, and some of their own decisions about their development priorities. The shift from training to learning – from skills to skilfulness – has quite profound implications for the scope of HRD work in this area. It means, for instance, that the TNA is only one tool in a broader suite of methods for articulating learning needs and designing and facilitating learning interventions (see Figure 2). Many educational theorists have started using the idea of a ‘learning needs analysis’ (LNA) to encompass this broader range. The notion of a LNA will be the focus of the next activity.

Start of Figure

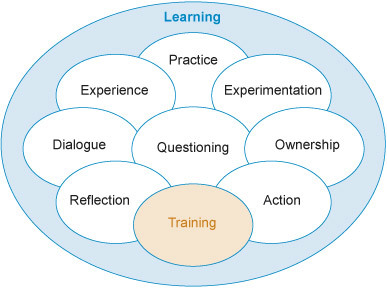


Figure 4: The broader scope of learning

[View description - Figure 4: The broader scope of learning](" \l "Session2_Description1)

End of Figure

Start of Activity

**Activity 2: From training to learning**

Allow around 90 minutes for this activity

Start of Question

Return to your reflective notes on TNAs from Activity 1.

In the text box below, write down the ways in which doing an LNA (learning needs analysis) might be different from doing a TNA (training needs analysis). In what ways might your choice of delivery method, your approach to evaluation or your approach to stakeholder engagement change if the focus is on learning, rather than training? Note down the implications of any differences for:

1. your role as an HRD professional
2. the organisational members whose learning needs you are assessing
3. the organisation.

End of Question

*Provide your answer...*

[View feedback - Activity 2: From training to learning](" \l "Session2_Discussion1)

End of Activity

Within this context of increasing emphasis on self-directed learning, coaching and mentoring have become rather popular tools. The CIPD/Cornerstone OnDemand Learning and Development 2014 annual survey (CIPD, 2014) questioned 1000 learning and development UK professionals and reported that 76 per cent of organisations now provide coaching and mentoring; this figure rises to 85 per cent in the public sector. The survey also reported that coaching is perceived by HR professionals as the most effective way to deliver learning and development, and that half of those questioned intend to introduce coaching in the near future. It is also interesting to note that coaching is seen as more effective at present than other kinds of provision including emerging technological provision such as e-learning and MOOCs (CIPD, 2014, p. 8).

Both coaching and mentoring are ways of facilitating and supporting self-managed learning. In the next section we will introduce some basic ideas around coaching and mentoring and give you the opportunity to practise some foundation coaching skills.

## 3   Coaching and mentoring: an overview of similarities and differences

It is surprisingly difficult to define ‘coaching’ precisely, and this term is used in rather different ways depending on the context. It is also difficult to distinguish definitively between coaching and mentoring. Both rely on the coach or mentor to facilitate the individual’s learning and to help them to take responsibility for, and to manage, their own learning, and both need some foundation coaching skills – although mentoring requires additional skills to do with supporting the mentee through guiding, career counselling and networking (Clutterbuck, 2014).

In the following activity you will spend some time thinking about your own experiences of coaching and mentoring, and you will hear from our panel of learning and development practitioners about what they see as being the differences between coaching and mentoring.

Start of Activity

**Activity 3: Coaching and mentoring**

Allow around 30 minutes for this activity

Start of Question

**Part 1: What do we mean by ‘coaching’ and ‘mentoring’?**

Think about what you understand by the terms ‘coaching’ and ‘mentoring’. You may draw on what you have read about each of these and/or on your previous experience, either as a coach/mentor or as a person who has had some coaching and mentoring, either at work or in another context. In the text box below, write a few sentences on each of the two terms and how you think they are different.

End of Question

*Provide your answer...*

[View feedback - Part](" \l "Session3_Discussion1)

Start of Question

**Part 2: Practitioner views**

Now watch the video below in which our panel of HRD experts talk about what they see as being the differences between coaching and mentoring. As you watch, make notes in the text box below of the main points about coaching and mentoring.

Start of Media Content

Video content is not available in this format.

Differences and similarities between coaching and mentoring

[View transcript - Differences and similarities between coaching and mentoring](" \l "Session3_Transcript1)

Start of Figure



End of Figure

End of Media Content

End of Question

*Provide your answer...*

[View feedback - Part](" \l "Session3_Discussion2)

End of Activity

You will already see that drawing a distinction between coaching and mentoring is not simple. Clutterbuck (2008) highlights the features that they seem to have in common; both:

* require, and draw upon, the helper’s experience
* involve giving advice in some form
* coaching and mentoring are based on goals set by, or for, the learner
* methods deal with significant transitions the learner wishes to make
* deal with personal growth ambitions.

However, there are key differences between coaching and mentoring. Passmore (2007) provides a useful table describing some of these differences in seven areas: level of formality, length of contract, outcome focus, level of business knowledge, training, client, and supervision or support.

Start of Table

Table 1 Key differences between coaching and mentoring

|  |  |  |
| --- | --- | --- |
|  | **Coaching** | **Mentoring** |
| **1. Level of formality** | **More formal**: contract or ground rules set, often involving a third-party organisational client. | **Less formal**: agreement, most typically, between two parties. |
| **2. Length of contract** | **Shorter term**: typically, between 4 and 12 meetings agreed over two to twelve months. | **Longer term**: typically, unspecified number of meetings with relationships often running over 3 to 5 years. |
| **3. Outcome Focus** | **More performance-focused**: typically, a greater focus on short-term skills and job performance. | **More career-focused**: typically, a concern with longer-term career issues, obtaining the right experience and longer-term thinking. |
| **4. Level of business knowledge** | **More generalist**: typically, coaches have a strong appreciation of business or commercial realities. | **More sector knowledge**: typically, mentors have detailed knowledge of organisation or business sector. |
| **5. Training** | **More relationship training**: typically, coaches have a background in psychology, psychotherapy or human resources, or have undertaken specialist coaching training. | **More management training**: typically, mentors have a background in senior management, with limited coaching/mentoring training. |
| **6. Client** | **Dual client**: more typically, a dual focus on the needs of the individual and the needs of the organisation. | **Single client**: more typically, a single focus on the needs of the individual. |
| **7. Supervision or support** | **Formal**: typically, the coach will be in (or be expected to be in) supervision as part of their CPD. | **Informal**: typically, the mentor may have period discussions or briefings from HR, if based within an organisation. |

(Adapted from Passmore, 2007, p. 13)

End of Table

## 4   Supporting learning in coaching and mentoring

Coaching and mentoring work within a constructivist paradigm. Constructivists emphasise the uniqueness of each learning experience as individuals develop meaning through their own interactions with the environment. In line with this, coaching and mentoring encourages a learner- or client-centred approach. Thus, coaching and mentoring as a learning methodology differs from teaching and training, as the coach often facilitates non-directive and non-judgemental sessions, thereby encouraging the individual to find their own answers. The learner is encouraged to find their own way towards new knowledge and skills; so, instead of ‘telling’ the learner the answers, learning is facilitated through a cycle of experience and reflection.

## Reflective learning in coaching and mentoring

The experiential learning cycle (Kolb 1984) in Figure 5 below shows how a learner’s actions and experience can be explored through reflection, which can lead to changed thinking and behaviours. If the learner is encouraged to explore a range of theoretical perspectives and practical applications, they may decide to act differently, which will inform future reflection.

Start of Figure

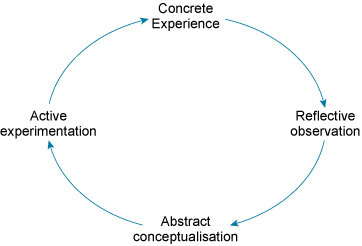


Figure 5 Kolb’s experiential learning cycle (adapted from Kolb, 1984)

[View description - Figure 5 Kolb’s experiential learning cycle (adapted from Kolb, 1984)](" \l "Session4_Description1)

End of Figure

Reflection plays a key part in learning and will appear frequently in a coaching relationship for both coach and coachee. You may want to log your reflections as you study this course, and as you carry out personal development planning and skills development. This may be particularly useful in relation to Section 5, as it has a more applied focus.

## 5   An introduction to coaching in practice

In this section we provide an introduction to professional coaching skills, with a focus on practical approaches and techniques.

Watch the video below, in which our panel of HRD experts – all experienced coaches – talk about what they believe are the features of successful coaching and what they look for in a coach in terms of skills and behaviours.

Start of Media Content

Video content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Session5_Transcript1)

Start of Figure



End of Figure

End of Media Content

The HRD professionals highlight the following key areas of coaching behaviours and skills:

* understanding resistance to coaching – a coach may need to prepare for that and consider how that resistance could be used as part of the discussion
* the use of good judgement on when to offer instruction, or to simply guide the coachee
* sensing the learner’s emotions towards the process, through active listening and awareness
* enabling the learner to find their own answers – this is preferable to offering instruction or being directive
* building trust and rapport as the relationship is the key feature of successful coaching.

The remaining sections will present a brief introduction to professional coaching skills, with a focus on practical aspects, such as planning the session, delivering the sessions, and some of the basic skills involved.

## 5.1   Planning a series of coaching sessions

There are a number of actions that a coach needs to take in order to set up a series of coaching sessions. This checklist sets out the main things you will need to consider.

* Arrange dates (and venues if not virtual) for the agreed number of coaching sessions.
* Coachee welfare and contracting:
  + What are the boundaries of the coaching relationship?
  + What professional code of ethics are you following (these can be found in the main Coaching and Mentoring associations websites)?
  + What agreement will you make between you about confidentiality? Normally in coaching you would offer qualified confidentiality – that is, you would undertake not to repeat anything said to you in the session unless there are overriding ethical considerations, such as concern for the welfare of the coachee, or concern that the law was being broken.
  + Are there any other ethical issues you want to discuss and come to an agreement on? You may, for example, want to agree that you will all commit to working together constructively and supportively, and/or that you will all attend punctually and be fully prepared.
* Agree aims and objectives for the coaching sessions (usually set with line managers/HRD partners).
* The first session details: where? when? how if virtual?
* Prepare to introduce and use a range of models and techniques as appropriate.
* Question approaches – prepare some initial questions.
* Note-taking: how will you do this? Will you signal that you are going to do it?
* Reflection after the session by both parties.

In the next section we will introduce a well-known framework for coaching.

## 5.2   Using the GROW coaching model

The GROW framework helps to structure the coaching session(s) (Whitmore, 2009). (GROW stands for Goals, Reality, Options and Will.) There are other models (you may know others, or, if you are already an experienced coach, you may have develop your own). We offer this model as a useful example which is often used by coaches.

Start of Figure

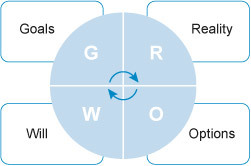


Figure 6 Grow model

[View description - Figure 6 Grow model](" \l "Session5_Description1)

End of Figure

### 5.2.1   GROW: Goals

The coach begins by asking exploratory questions to establish the overall **goals** of the coaching, and then sets objectives for the first session and subsequent sessions to meet the overall aims. This can be more difficult than it sounds as the coachee may not be aware of the reasons for the coaching or find it difficult to put it into words. Before starting to discuss goals, however, it is important for the coach to develop a rapport with the coachee, so that they feel a sense of trust.

In the next two activities you will watch good examples of this important phase in the coaching relationship.

Start of Activity

**Activity 4: Building trust and rapport**

Allow around 60 minutes for this activity

Start of Question

**Part A**

Listen to the following short audio recording on building rapport.

Start of Media Content

Audio content is not available in this format.

Building rapport

[View transcript - Building rapport](" \l "Session5_Transcript2)

End of Media Content

Now watch the video below for an example of how a coach attempts to build trust and rapport at the beginning of the coaching session. Notice the ways in which the coach tries to put the coachee at ease before starting to progress on to the objective of the session.

Start of Media Content

Video content is not available in this format.

How to build trust and rapport at the beginning of a coaching session

[View transcript - How to build trust and rapport at the beginning of a coaching session](" \l "Session5_Transcript3)

Start of Figure



End of Figure

End of Media Content

End of Question

Start of Question

**Part B**

Consider how you can put a potential client at ease in your practice sessions. Make some notes in the text box below on ways to ‘break the ice’ at the beginning of the session and so start to build trust.

End of Question

*Provide your answer...*

End of Activity

Start of Activity

**Activity 5: Goal-setting techniques**

Allow around 45 minutes

Start of Question

You will now have an opportunity to watch experienced coaches probing more closely and setting goals with their clients. This is a crucial first step and part of the ‘contracting’ process of setting a clear direction and purpose for the dialogue.

**Part A**

Watch this series of five short videos showing coaches setting goals with coachees. Sometimes it is difficult for both parties to get to the heart of the issue, so pay attention – and make notes – on how the coach uses language and questions to try to draw out the coachee’s ‘real’ objective each time.

Start of Media Content

Video content is not available in this format.

Good practice in setting workable goals

[View transcript - Good practice in setting workable goals](" \l "Session5_Transcript4)

Start of Figure



End of Figure

End of Media Content

Start of Media Content

Video content is not available in this format.

Good practice when goals threaten to be too vague

[View transcript - Good practice when goals threaten to be too vague](" \l "Session5_Transcript5)

Start of Figure



End of Figure

End of Media Content

Start of Media Content

Video content is not available in this format.

Good practice in prioritising goals

[View transcript - Good practice in prioritising goals](" \l "Session5_Transcript6)

Start of Figure



End of Figure

End of Media Content

Start of Media Content

Video content is not available in this format.

Good practice when a goal is about someone else other than the client in the room

[View transcript - Good practice when a goal is about someone else other than the client in the roo ...](" \l "Session5_Transcript7)

Start of Figure



End of Figure

End of Media Content

Start of Media Content

Video content is not available in this format.

Good practice in setting positive rather than negative goals

[View transcript - Good practice in setting positive rather than negative goals](" \l "Session5_Transcript8)

Start of Figure



End of Figure

End of Media Content

End of Question

Start of Question

**Part B**

In the text box below, make a list of questions that you could use to elicit ideas and set goals with a potential coachee. Consider how you will deal with someone who says they don’t know what their goals are.

End of Question

*Provide your answer...*

[View feedback - Part](" \l "Session5_Discussion1)

End of Activity

### 5.2.2   GROW: Reality

The second stage of the GROW framework involves questioning the coachee about their understanding of the reality of the situation or the context, and issues or problems they wish to address. At this point, the coach will be asking questions to establish the facts and feelings involved.

Here are some possible opening questions that the coach could use:

* What is happening now? (Use the ‘5 Ws and H’ questions: What, when, why, who, where, how?)
* What actions have you already taken? What happened?
* What have you learned from the experience?
* What is keeping you from finding a solution?
* What is really going on, do you think?

The following video illustrates some examples of good questioning. Notice how the questions are framed. Note the importance of ‘open’ questions (questions without a direct, one-word answer) to elicit fuller answers.

Start of Media Content

Video content is not available in this format.

Examples of good questioning

[View transcript - Examples of good questioning](" \l "Session5_Transcript9)

Start of Figure



End of Figure

End of Media Content

A complementary skill to effective questioning is active listening – using language and gestures to signal to the coachee that you are following their description of the issues or explanation of the background. (While specifically referred to here, questioning and active listening are key skills to use throughout the whole process.)

### 5.2.3   GROW: Options

The third step in the GROW model is specifically used to move on from the description of the issues, to generating options for actions to take forward. This is a crucial step, as it gives the individual time to come up with a range of ideas without the coach suggesting action or giving advice. The coach may encounter some opposition or barriers here, where the coachee may have tried to take steps in the past which have not been fruitful. It may be that the coach has to interrupt the flow and ask what prevents the coachee from taking any particular option. This may also be the stage where the coach will need to challenge any assumptions made; this can sometimes be uncomfortable for the coachee.

Start of Box

**Box 2: Exploring options**

Here are some suggestions of questions you might ask to encourage the coachee to explore options. Make a list of the ones you prefer for your practice coaching session and add any others, from your own experience, which you would find useful.

**Actions**

Which options do you think might work best for you? To what extent does this option meet your goals? When will you prepare an action plan? When are you going to start?

**Support**

What help or support do you need? What could I do, as a coach, to help and support you in your plans?

**Obstacles to action**

What could prevent you from taking action, and how will you get around it? How committed are you to taking the plan forward?

**Evaluation/measures**

How will success look and feel? How will you measure or evaluate success?

End of Box

After generating some options for action, and agreeing on the ones which seem viable to the coachee, there is a final stage in the GROW model to seal these ideas and agree on an action plan to take forward.

### 5.2.4   GROW: Will

The final step in the framework is to elicit a commitment to take up some of the ideas suggested in the options conversation: to turn discussion into action. Both parties will have taken notes and will agree an action plan at this point. Towards the end of the session, the coach can remind the coachee of the importance of writing a reflection on the session, considering the whole experience, as well as the details for action going forward. There will be some discussion of the aims for the next session, as they may have developed further (and practicalities, such as where and when it will happen).

Coaching is a demanding activity on both sides; so coaches need to be strongly qualified, and adhere to rigorous ethical standards and coachees need to be in relatively good health to consider engaging in this activity. If you want to deepen your understanding about coaching or become a coach yourself, you may want to check the different paths in one of the widely recognised coaching and mentoring bodies – for example, the International Coaching Federation (ICF), the European Coaching and Mentoring Council (EMCC), the Association for Coaching (AC), and the Association for Professional Executive Coaching and Supervision (APECS).

## Conclusion

In this free course, Workplace learning with coaching and mentoring, you have explored and critically evaluated the traditional training-based approach to learning and talent development. You looked at the shift from training to learning, and its key implications for the work of HRD professionals. You then explored the GROW model – a particular learning tool that illustrates the shift to learning through coaching and mentoring – and drew out some of the basic skills and techniques that lie at the heart of effective coaching. The videos in this course were intended to help you see and hear from good coaches in action; you will have been able to observe some key language and questioning skills to help you guide a coaching session.

## Keep on learning

Start of Figure



End of Figure

## Study another free course

There are more than **800 courses on OpenLearn** for you to choose from on a range of subjects.

Find out more about all our [free courses](http://www.open.edu/openlearn/free-courses?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook).

## Take your studies further

Find out more about studying with The Open University by [visiting our online prospectus](http://www.open.ac.uk/courses?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook).

If you are new to university study, you may be interested in our [Access Courses](%20http://www.open.ac.uk/courses/do-it/access?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook) or [Certificates](%20http://www.open.ac.uk/courses/certificates-he?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook).

## What’s new from OpenLearn?

[Sign up to our newsletter](http://www.open.edu/openlearn/about-openlearn/subscribe-the-openlearn-newsletter?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook) or view a sample.

Start of Box

For reference, full URLs to pages listed above:

OpenLearn – [www.open.edu/openlearn/free-courses](http://www.open.edu/openlearn/free-courses?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook)

Visiting our online prospectus – [www.open.ac.uk/courses](http://www.open.ac.uk/courses?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook)

Access Courses – [www.open.ac.uk/courses/do-it/access](%20http://www.open.ac.uk/courses/do-it/access?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook)

Certificates – [www.open.ac.uk/courses/certificates-he](%20http://www.open.ac.uk/courses/certificates-he?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook)

Newsletter – [www.open.edu/openlearn/about-openlearn/subscribe-the-openlearn-newsletter](%20http://www.open.edu/openlearn/about-openlearn/subscribe-the-openlearn-newsletter?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook)

End of Box

## References

Bee, F. and Bee, R. (2007) Learning Evaluation, CIPD Toolkit, 2nd edn, London, Chartered Institute of Personnel and Development.

Bigelow, J. D. (1995) ‘Teaching managerial skills: a critique and future directions’, Journal of Management Education, vol. 19, no. 3, pp. 305–25.

Brown, J. (2002) ‘Training needs assessment: a must for developing an effective training program’, Public Personnel Management, vol. 31, no. 4, pp. 569–78.

Burr, V. (2015) Social Constructionism, London, Routledge.

CIPD (2014) Learning and Development 2014, annual survey report, in partnership with Cornerstone OnDemand, April [Online]. Available at https://www.cipd.co.uk/binaries/learning-and-development\_2014.pdf (Accessed 12 April 2016).

Clarke, N. (2003) ‘The politics of training needs analysis’, Journal of Workplace Learning, vol. 15, no. 4, pp. 141–53.

Clutterbuck, D. (2008) ‘What’s happening in coaching and mentoring? And what is the difference between them?’, Development and Learning in Organizations: An International Journal, vol. 22, no. 4, pp. 8–10 [Online]. Available at http://www.emeraldinsight.com/doi/pdfplus/10.1108/14777280810886364 (Accessed 3 May 2016).

Clutterbuck, D. (2014) Everyone Needs a Mentor, 4th edn, CIPD, London.

Holton, E. F. (1996) ‘The flawed four-level evaluation model’, Human Resource Development Quarterly, vol. 7, no. 1, pp. 5–21.

Kahneman. D. (2011) Thinking, Fast and Slow, London, Penguin.

Kirkpatrick, D. L. (1979) ‘Techniques for evaluating training programs’, Training and Development Journal, vol. 33, no. 6, pp. 78–92.

Kolb, D. A. (1984) Experiential Learning: Experience as the Source of Learning and Development, Englewood Cliffs, NJ, Prentice Hall.

Kraiger, K. (2003) ‘Perspectives on training and development’, in Borman, W. C., Ilgen, D. R. and Klimoski, R. J. (eds), Handbook of Psychology, Volume 12, Industrial and Organizational Psychology, Hoboken, NJ, Wiley, pp. 171–92.

Passmore, J. (2007) ‘Coaching and mentoring – the role of experience and sector knowledge’, International Journal of Evidence Based Coaching and Mentoring, Special Issue 1, summer, pp. 10–16.

Sadler-Smith, E. (2008) ‘The role of intuition in collective learning and the development of shared meaning’, Advances in Developing Human Resources, vol. 10, no. 4, pp. 494–508.

Vince, R. (2011) ‘The spatial psychodynamics of management learning’, Management Learning, vol. 42, no. 3, pp. 333–47.

Whitmore, J. (2009) Coaching for Performance: GROWing Human Potential and Purpose: The Principles and Practice of Coaching and Leadership, People Skills for Professionals, 4th edn, Nicholas Brealey Publishing, London.

## Further reading

You may like to explore in more depth some of the ideas presented in this course and associated readings. If so, here is a list of suggested readings (these are excellent resources, but are not compulsory reading for this course).

Bee, F. and Bee, R. (2007) Learning Evaluation, CIPD Toolkit, 2nd edn, London, Chartered Institute of Personnel and Development. (This gives more information on the CIPD approach to training evaluation.)

Gagnon, S. (2008) ‘Compelling identity: selves and insecurity in global, corporate management development’, Management Learning, vol. 39, no. 4, pp. 375–91. (This provides a provocative critique of learning and development programmes.)

Ulrich, D. (2008) ‘Coaching for results’, Business Strategy Series, vol. 9, no. 3, pp. 104–14. (This gives an introductory overview of the field of coaching and some coaching approaches.)

## Acknowledgements

This free course was written by Cristina Quinones.

Except for third party materials and otherwise stated (see [terms and conditions](http://www.open.ac.uk/conditions)), this content is made available under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 Licence](http://creativecommons.org/licenses/by-nc-sa/4.0/deed.en_GB).

The material acknowledged below is Proprietary and used under licence (not subject to Creative Commons Licence). Grateful acknowledgement is made to the following sources for permission to reproduce material in this free course:

**Course image**

© Jacob Wackerhausen/iStockphoto.com.

**Figures**

Figure 3: © 1997 John McPherson. Reprinted with permission of UNIVERSAL UCLICK. All rights reserved.

Figure 5: adapted from: Kolb, D. A. (1984) Experiential Learning: Experience as the Source of Learning and Development, Englewood Cliffs, NJ, Prentice Hall.

**Tables**

Table 1: adapted from: Passmore, J. (2007) ‘Coaching and mentoring – the role of experience and sector knowledge’, International Journal of Evidence Based Coaching and Mentoring, Special Issue 1, summer, pp. 10–16.

Every effort has been made to contact copyright owners. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

**Don't miss out**

If reading this text has inspired you to learn more, you may be interested in joining the millions of people who discover our free learning resources and qualifications by visiting The Open University – [www.open.edu/openlearn/free-courses](http://www.open.edu/openlearn/free-courses?utm_source=openlearn&utm_campaign=ol&utm_medium=ebook).

## Solutions

## Activity 1: Doing a TNA

#### Feedback

In thinking about potential data sources for your TNA, you may have considered the options depicted in [Figure 2](#fig2). You may also have found yourself drawing on more informal sources of information, such as your own judgement and instincts about priorities, and your own experience of what works well within the particular context you have chosen. You might think that the formal methods depicted in Figure 2 are relatively intensive in terms of time and effort, and that the pragmatics of organisational life sometimes require a ‘quick and dirty’ approach instead. However, if you do have to do TNA work more quickly, be prepared for robust challenge from organisational stakeholders who want to know what data your work is based on. Training and development interventions can be expensive, and sponsors will need to be persuaded that the design is based on a trustworthy analysis of the organisation and its needs.

Throughout the previous activity, you may have started to wonder whether training is always the best answer to an organisation’s or an individual’s capability gaps. Traditionally, HRD professionals have reached for the training ‘solution’, almost irrespective of what the performance ‘problem’ actually is. This assumption is increasingly being questioned; and this is the focus of the next section.

[Back to - Activity 1: Doing a TNA](" \l "Session1_Activity1)

## Activity 2: From training to learning

#### Feedback

The key learning point to be derived from this exercise is that the increased agency of learners is likely to result in decreased control for HRD professionals, and hence the organisation. This decrease in control relates both to the identification of needs, and to the proposed ways of tackling these needs. Although critical and experiential theorists love the shift from training to learning, from skills to skilfulness, etc., the practical and political dynamics of organisational life mean that it might not always be viable. Organisational stakeholders may not embrace the self-managing, self-monitoring aspects of the (empowered) learning discourse, however attractive the rhetoric of ‘the learning organisation’. Two areas that get more complex (and hence require more nuanced work on the part of HRD professionals) as we move from training to learning are: facilitation and evaluation.

[Back to - Activity 2: From training to learning](" \l "Session2_Activity1)

## Activity 3: Coaching and mentoring

### Part

#### Feedback

A popular way of distinguishing between coaching and mentoring is to identify that mentors usually have more experience than the person whom they are mentoring, while this is less often true in coaching. However, this is complicated by the fact that many successful coaches, particularly executive coaches, are, or have been, successful senior executives themselves and draw on this experience in their work as coaches.

There is a continuing debate between coaches about how much experience they need of the work context of those whom they are coaching, and how much they can rely on the generic skills of facilitating and supporting learning, which you will practise later in this course. In relation to mentoring, however, there is no real debate about the importance of the mentor having relevant workplace or other experience; this is normally assumed to be necessary.

You may have mentioned in your own definitions that the techniques and skills of coaching and mentoring can also be similar; for example, in terms of goal setting, questioning and exploring options for action. Part 2 of this activity will explore similarities and differences a bit further.

[Back to - Part](" \l "Session3_Part1)

### Part

#### Feedback

In the video, the practitioners mention the following differences and similarities:

* a coach probes for answers, while a mentor may only ask the individual to reflect
* a mentor is more likely to be older than their mentee
* a mentor is often an expert in the work, role and organisation, and can offer specific advice; a coach may or may not be an expert in the work, but enables the coachee to explore options and unlocks the coachee’s own knowledge and problem-solving capacity.

[Back to - Part](" \l "Session3_Part2)

## Activity 5: Goal-setting techniques

### Part

#### Feedback

Research consistently shows that the key ingredient for the effective coaching lies in the quality of the relationship between coach and coachee. Being able to build good rapport is therefore paramount, as this will facilitate the other key stages in the process, including the setting of realistic and achievable goals.

[Back to - Part](" \l "Session5_Part4)

# Figure 1: A traditional training approach

## Description

This diagram depicts four arrows indicating a sequential progression from left to right. The first arrow is labelled ‘TNA’; the second, ‘Training design and development’; the third, ‘training delivery’; and the fourth, ‘training evaluation’.

[Back to - Figure 1: A traditional training approach](" \l "Session1_Figure1)

# Figure 2: Data sources for different levels of TNA work

## Description

This diagram depicts boxes in a vertical list with text elaborating each one. Going from top to bottom, the first box is labelled ‘organisational analysis’, and the three bullet points elaborating it read: ‘Corporate documents’, then ‘Surveys/questionnaires’, then ‘Interviews with key stakeholders’. The next box down is labelled ‘Job-task analysis’ and the three bullet points elaborating it read: ‘Job descriptions and specificiations’, then ‘Interviews with job-holders’, then ‘Observations’. The final box at the bottom of the diagram is labelled ‘Individual analysis’, and the three bullet points elaborating it read ‘Assessment centres’, then ‘Appraisals’, then ‘Observations’.

[Back to - Figure 2: Data sources for different levels of TNA work](" \l "Session1_Figure2)

# Figure 3: Popularity or effectiveness?

## Description

This is a black and white cartoon in which the front of a Volkswagen Beetle is protruding from a cannon. In the background is a teacher standing next to a blackboard, next to which children are cheering. A speech bubble from the teacher says: ‘And how many of you think the Volskwagen will clear the athletic field entirely and hit the abandoned warehouse?’ A caption at the bottom of the cartoon states: ‘Thanks to the innovative labs of teacher Herb Krenley, physics quickly became Westvale High’s most popular course’.

[Back to - Figure 3: Popularity or effectiveness?](" \l "Session1_Figure3)

# Figure 4: The broader scope of learning

## Description

This diagram shows a circle with the overall label of ‘Learning’. Within this circle, there are nine smaller circles, representing the components of learning. These are labelled: ‘Practice’, ‘Experience’, ‘Experimentation’, ‘Dialogue’, ‘Questioning’, ‘Ownership’, ‘Reflection’, ‘Action’ and ‘Training’. The ‘Training’ circle is shown in a different colour to the others, because the diagram is designed to show that training (the main focus of the unit so far) is only one of several aspects of learning.

[Back to - Figure 4: The broader scope of learning](" \l "Session2_Figure1)

# Figure 5 Kolb’s experiential learning cycle (adapted from Kolb, 1984)

## Description

This diagram comprises four arrows moving clockwise to form a circle. In between each arrow, from the top – in a clockwise direction – are wrtten: ‘Concrete experience’, ‘Reflective observation’, ‘Abstract conceptualisation’ and ‘Active experimentation’.

[Back to - Figure 5 Kolb’s experiential learning cycle (adapted from Kolb, 1984)](" \l "Session4_Figure1)

# Figure 6 Grow model

## Description

This figure is a visual image of the GROW model. The figure has a central circle split into four labelled segments. Going clockwise first segment is labelled G, the next segment is labelled R, these two segments are linked by a small curved forward arrow. The next is labelled O, the final segment labelled W linked by a small curved forward arrow. The arrows indicate that progress around the segments is circular, moving through G R O and then W.Attached to each segment are labelled boxes. Going clockwise, the box attached to G is labelled Goals. The box attached to segment R is labelled Reality. The box attached to segment O is labelled Options. Finally the box attached to segment W is labelled Will. Next you will work through each stage of the GROW model and consider some key skills and techniques which can be used. To bring the idea of the GROW model alive, some videos will show key coaching skills and techniques which are integrated into a typical GROW model sequence of coaching, though they can be used flexibly to suit both coach and coachee.

[Back to - Figure 6 Grow model](" \l "Session5_Figure2)

# Differences and similarities between coaching and mentoring

## Transcript

TIM HAGGETT

I think there are three main differences between coaching and mentoring. The first difference is a mentor might actually give a piece of direct advice. So a coach would be looking to kind of tease an answer out of somebody by asking probing questions and guiding them towards a solution, whereas a mentor might look at a situation and say, actually, I've experienced this before. I've got some direct, relevant advice which I can give to this person which might prove helpful. So I'll give that piece of direct advice, which a coach wouldn't have.

And the second difference between a mentor and a coach is, I think a mentor has to be much more senior than the mentee. So whereas a coach, there might not actually be that much difference in terms of seniority or experience, between a mentor and a mentee, I would expect to see quite a big difference in seniority. And finally, I think a coaching relationship is always a one-to-one relationship. You might have meetings with the coach present, and the coachee present, and then more people, say, experts or enablers or, say, a working group. That wouldn't be part of the coaching programme.

Where with a mentor, you might have something like a mentoring circle, where there are five or six people being mentored by the same person. And they come together as a group to share experiences and share the expertise.

MARIANO TUFRO

The difference between coaching and mentoring is that a mentor is a person that has a lot of experience to share with another individual. It doesn't necessarily have to be a more senior person of that individual. Actually, it's better if the mentor isn't on the direct line of management of that individual. But generally speaking, the mentor has been there, done that. And although the mentor will also use quite open-ended questions and listening, will also provide quite a bit of advice right during the session.

Whereas a coach doesn't need to be an expert on the topic that the person is talking about. He's more focused on the process of uncovering knowledge. So coaches can actually know something about the topic the person is talking about. But a good coach wouldn't use that knowledge in the session, because that's not what they're there for.

ERICA LEVY

Coaching is very much about some facilitating development within the individual, almost unlocking their potential. And mentoring is very much more about providing specific specialist advice, for example, saying, this is how I managed a project. You could think about managing your project in a similar way. Or I use some of the techniques I've used. They're much more specific and much more guiding.

ALMUTH MCDOWALL

So what is the difference between coaching and mentoring? Both are used a lot in organisations, but I think there are some fundamental differences. Now, let's talk about coaching first. Coaching really is about facilitating other people to achieve their potential. And a lot of it is kind of gentle nudges, sort of gently pushing people into the right direction, but it's very much helping people to help themselves.

Whereas with mentoring, there is a slightly more directive element, because it's also about imparting your own knowledge and expertise onto other people. Now interestingly, most of the mentoring we've seen in organisations, and most of the research that we've got on mentoring is downward mentoring, where you've got a more experienced mentor imparting their knowledge and skills onto a younger, less experienced mentee.

Now, a real trend in organisations – and research hasn't caught up yet – is to look at upward mentoring, where you've got younger people within a team actually feeding up and mentoring upwards. Because, for instance, what you often see, they're a lot more technologically savvy, for instance, using social media to build networks, all the rest of it. So they've got knowledge that they can impart too. And I think, actually, that would be a really, really interesting area for future research.

[Back to - Differences and similarities between coaching and mentoring](" \l "Session3_MediaContent1)

# Uncaptioned interactive content

## Transcript

MARIANO TUFRO

A good coach is somebody that can truly, truly, truly listen to the other person at various levels. Not just using active listening, or paying conscious attention to what you're saying right now, but also sensing the things you're not telling me, the emotional undertone of the conversation, your tone of voice, the words you're using, your body, and that way, really get to the bottom of what's going on. And that's not just about building rapport or appear that way about empathy. It's also so then you can ask the right questions to help the person uncover the real issues that are behind what they're saying, Because the presenting issue is not always the real issue.

ALMUTH MCDOWALL

In terms of any particular theoretical orientation that you might bring to it, whether it's more cognitive behavioural style, but you're kind of thinking about changing people's gremlins in their head. Or whether it's a very humanistic approach with unconditional positive regard, over to you, anything goes. There the evidence actually would show us basically what it boils down to is having a quality relationship. It kind of really doesn't matter all that much what your theoretical orientation is.

So you need to be able to build and hold a really good relationship, and do that really within an ethical and a professional framework. So you need to know what is it that we can hold within this coaching relationship? Or might there be issues in the coachee, for instance, that I've spotted where I think, actually, that is an issue, whether it's a mental health issue, or a real deep underlying confidence issue, where you think, actually no, that is something that requires specialist input that needs to sit outside the coaching relationship. So you also have to have this ethicality about referring people on as and when needed, and adhering to professional standards.

JEREMY HOWELL

In my experience, what I think makes a good coach is someone who's able to build a rapport with the person they're coaching and also trust. So I've had a number of different experiences of coaching, whereby sometimes as someone who's receiving the coaching, it's felt quite clunky. So I can almost see someone going through the models in their mind. Perhaps they're newer to it, or using a particular approach. And I didn't quite think they were coming from my perspective. I'm going through a process, and it feels like I'm very much going through a process.

I think a really great coach doesn't make you feel like you're going through a process and is quite agile in the way they are with you. And what I mean by agile is the fact that they're getting a sense of you, and you're in a relationship together working at about what's right.

ALMUTH MCDOWALL

I've had situations when the coaching was commissioned, but the coachee didn't really want to be there. So it was something that was kind of put upon them because it was part of a generic leadership development programme. And they were kind of, yeah, OK, I'm here now, but I don't really want to be here. And that's a hard thing to be faced with as a coach because you've prepared. You're good and ready to go. You think, right, OK, we're really going to make this work.

So you have to learn how to, in a sense, hold your emotions inside you, and in a sense, almost use that resistance that you're encountering in a really positive way. And perhaps bring it out there into the room and make it quite open. Say, do you know what? I'm picking up some signals from you, actually. On a scale from, I don't know, 0 to 10, what is your point on that scale? How much do you really want to be here?

ERICA LEVY

I think also that it's about actually ensuring at the start of the coaching process that the coachee is clear about the fact that you're not actually instructing them on how to go about something. You're there to provide a guide, guidance, rather. And that above all, that there should be a time frame within which you operate, so that the coachee is aware that the coaching sessions will not be lasting years. There'll be a specific time frame, and that confidentiality is maintained. And even a coaching agreement is signed. And my experience, actually bodes well for that coaching relationship.

LEAH TOMKINS:

I think being a coach is a very difficult thing, because being a good coach, I think, involves encouraging the person you're coaching to make their own decisions, rather than telling them what you yourself would do in their position. So I think a good coach is someone who can listen, sit back, and try and enable the coachee's development, but without actually giving them instructions or directions about how they think they should operate.

[Back to - Uncaptioned interactive content](" \l "Session5_MediaContent1)

# Building rapport

## Transcript

Rapport building is an essential part of the coaching toolkit. Good rapport creates good coaching, and the relationship in coaching is all important, and is down to the coach to set the tone and create a relationship with the client that promotes trust, respect, and confidence. This begins with providing a correct environment for coaching, which needs to be comfortable, private and conducive to a conversation. But at the heart of rapport is the management of body language, and this is where the coach has a responsibility to help the client to feel comfortable and confident in the relationship.

Essentially, the coach needs to tune into the body language of the client. This means paying attention to things like posture, gesture and facial expression. The coach also needs to be aware of how their voice is matching the voice of the client, and we need to pay attention to tone and volume. One other aspect of building rapport is to pay attention to energy, pace and mood. For example, if a client is slow paced, the coach may need to slow their pace to match that of the client.

One additional benefit of paying attention to rapport is it helps the process of listening. By tuning into the client, the coach puts their attention on the client, which helps the listening process to begin.

[Back to - Building rapport](" \l "Session5_MediaContent2)

# How to build trust and rapport at the beginning of a coaching session

## Transcript

NARRATOR

In this example of good rapport, keep an eye out for matching behaviours. So, for example, look out for postural matching, gestural matching, and matching facial expressions. Also, listen out for vocal matching around volume and tone. Finally, keep an eye out for matches of energy and pace.

COACH

Hello, there, Tim. How are you?

CLIENT [COACHEE]

Yeah, very well, thanks.

COACH

Good.

CLIENT

Thanks for giving this time.

COACH

Not a problem at all. Take a seat.

CLIENT

OK.

COACH

So what would you like to focus on today?

CLIENT

So I’ve got so much going on at the moment. Work is just fantastically busy. And I’m struggling actually to keep on top of it all and to keep my priorities straight. I’m loving it, but I’m a bit scared it’s going to be too much.

COACH

OK. So it’s fantastically busy at the moment. You’re struggling a little bit, and you’re just worried that you’re going to keep on top of it. So what would you like to focus on in our session?

CLIENT

Yeah, so the focus for the session – it would be good to see which bits I need to prioritise on, because, as I say, it’s just so busy. And at the moment, I’m keeping on top of it, but I don’t think my energy will last much longer. If I’m completely honest with you, I’m feeling a bit tired.

COACH

OK. So you’re worried that your energy might not last at the moment. You’re feeling tired.

CLIENT

Yeah.

COACH

So tell me what’s going on at the moment.

CLIENT

So at the moment, as you know, I took on a new leadership role recently, and that’s testing me. I was told I was lucky because I got to keep some of my old responsibilities as well. But it means that I feel like I’m being dragged from here to here continuously, and it’s wearing.

COACH

So when you say you’ve been told that you’ve been lucky, and you raised your eyebrows and you shook your head to one side, what does that mean?

CLIENT

Well, I think that I’m not sure how lucky I am, to be honest. As I say, I do feel quite tired and quite stretched, quite exhilarated, but I’m going to have to focus quite tightly soon, or else my energy will dissipate.

COACH

OK.

CLIENT

Yeah.

[Back to - How to build trust and rapport at the beginning of a coaching session](" \l "Session5_MediaContent3)

# Good practice in setting workable goals

## Transcript

NARRATOR

In this video showing good practise in goal-setting, we see a coach dealing effectively with a goal that threatens to be too big.

COACH

So, Tim, we've got a fairly short session today. What is it that you'd like to discuss?

CLIENT [COACHEE]

So what I'd like to do today, Phil, is to cover off what I'm going to do in the next 20 years of my career to get me to where I need to be.

COACH

You want to cover what you want to do in the next 20 years?

CLIENT

Yeah.

COACH

So that sounds like quite a big subject, Tim. What specifically do you want to cover today?

CLIENT

Yeah. So it is quite a big subject, and it is on my mind. And I need to get clear. I don't seem to have a clear idea of where I'm going.

COACH

OK. So you're looking for clarity.

CLIENT

Yeah.

COACH

So if we were to look at what you want to take away from this session, what's the must takeaway for you?

CLIENT

I guess the must takeway for me is what's my next move.

COACH

What's your next move.

CLIENT

What's my next move.

COACH

So if we were to focus on not necessarily the whole 20 years but the next move, how would that be?

CLIENT

Yeah. Yeah. That would be good. I mean, I'm happy enough where I am at the moment. I'm still feeling quite challenged. And I need to know what's next.

COACH

OK. You need to know what's next. Can you just summarise for me what you specifically need to take from the session?

CLIENT

So specifically what I want to take away is what's my next move.

COACH

OK. So just looking for the next move.

CLIENT

Exactly. And it could be a year down the line, but what am I aiming at?

COACH

OK. And what are you aiming at for the next move.

CLIENT

Exactly. Exactly,

COACH

Great.

[Back to - Good practice in setting workable goals](" \l "Session5_MediaContent4)

# Good practice when goals threaten to be too vague

## Transcript

NARRATOR

Here's an example of good practice in goal setting, where we see a coach dealing effectively with a goal that threatens to be too vague.

COACH

Hello, Tim. So we've got a relatively short session today. What is it you want to get from the session?

CLIENT [COACHEE]

Well, I've been feeling generally dissatisfied recently. I don't quite know what it is, but I need to get more satisfaction at work.

COACH

OK. So you're feeling vaguely dissatisfied.

CLIENT

Exactly, yeah. Yeah.

COACH

So that's quite a vague subject actually. I'm just wondering if we can get a bit more specific, what is it that you want to look at?

CLIENT

I guess it's to identify what's missing.

COACH

Identify what's missing?

CLIENT

Yeah, identify what's missing at the moment, because my role hasn't necessarily changed recently. And I've been very happy in that role generally, but something's not quite right.

COACH

Something's not quite right.

CLIENT

Exactly.

COACH

So if we were to get really goal-focused for this session, what is it you'd want to be taking away?

CLIENT

Well, what I would like to know is, what is it? What is it that's missing, and therefore, what can I do to become more satisfied in my role again?

COACH

OK. So as I hear it, what we're trying to do is look at what might be missing and causing you dissatisfaction, and identify a step towards getting what you want.

CLIENT

Exactly, yeah. Exactly.

COACH

So if you just summarise that back for me – exactly what you want to take away.

CLIENT

Yeah, so what I'd like to do is take a look at things, understand what it is that's maybe missing at the moment, and get a clear step towards getting it back.

CLIENT

OK. So that's what we're going to do – look at what's missing and look at the next step to get it back.

COACH

Exactly. Exactly.

[Back to - Good practice when goals threaten to be too vague](" \l "Session5_MediaContent5)

# Good practice in prioritising goals

## Transcript

NARRATOR

Here's an example of good practice in goal setting where we see a coach dealing effectively with a goal that is multiple.

COACH

So, Tim, we've got a relatively short session today. What is it you'd like to focus on?

CLIENT [COACHEE]

Yeah. So today – I've actually got a meeting tomorrow that I'm chairing, and I'm a bit nervous about that.

COACH

OK.

CLIENT

So I'd like to cover that off. I'd also like to work on – I've got like a project that's coming up that I'm starting in the next couple of weeks, and I'd like to look how best I can make that happen, really. And at the same time, I'm just feeling a bit demotivated at the moment.

COACH

Right. So there's maybe three things, potentially, you'd like to cover.

CLIENT

Yeah.

COACH

Given the time we have, Tim, we may have to prioritise a little bit. So if you were to identify a priority for today, what would it be?

CLIENT

So I guess if I had to choose one of those, this meeting that's tomorrow. I mean, that's the most pressing.

COACH

That's the most pressing.

CLIENT

Yeah.

COACH

So perhaps we should focus on that first.

CLIENT

Yeah.

COACH

And what do you need to take away from the conversation to help you with this meeting?

CLIENT

So there are a couple of people who are going to be in this meeting tomorrow who, to be honest, they intimidate me a little bit.

COACH

Right. OK.

CLIENT

So I'd really – and I'm a bit worried about that. I'd like to be confident in this meeting. I have to chair it.

COACH

OK. So it sounds like we're looking at you feeling prepared and confident in chairing the meeting tomorrow.

CLIENT

Yeah. Yeah, exactly. That's what I'd like. I'd like to walk in there, be confident, do a good job, and then get out.

COACH

OK. So our goal for this is to help you to feel confident and prepared for tomorrow's meeting.

CLIENT

Exactly.

COACH

OK.

CLIENT

Yeah.

[Back to - Good practice in prioritising goals](" \l "Session5_MediaContent6)

# Good practice when a goal is about someone else other than the client in the room

## Transcript

NARRATOR

In this video, showing good practice in goal setting, we see the coach dealing effectively with a goal that's about somebody else other than the client in the room.

COACH

Tim, so we have a relatively short session today. And I'm wondering what it is that you'd like to focus on.

CLIENT [COACHEE]

Well, what I want to focus on really is the relationship I've got with my team leader at the moment. Their delegation skills are atrocious, and they really need to sort it out because I've had enough.

COACH

OK.

CLIENT

And other people have as well. So it's not just me.

COACH

So I sense the frustration about this team leader.

CLIENT

Yeah.

COACH

Just to be really, really clear, we can't coach the team leader. I can coach you. So what is it you need to take away in relation to this team leader?

CLIENT

Well, it's a shame you can't coach them. I need to know what I'm going to do next.

COACH

You need to know what you're going to do next?

CLIENT

Yeah, in relation to this.

COACH

OK.

CLIENT

Because I've had a conversation with them, and it doesn't seem to be getting anywhere.

COACH

OK. So you've tried some things, but they haven't worked.

CLIENT

Yeah.

COACH

So let's get right down to the nitty-gritty. What is it you specifically must take away from this conversation?

CLIENT

So specifically, what I'd like to take away is, what am I going to do about this? What am I going to say to my team leader and when I'm going to say it?

COACH

OK. So it sounds like – if I may just interpret that – that we're looking for a plan about what you're going to say, how you're going to say it, and when you're going to say it.

CLIENT

Yeah, exactly.

COACH

How does that sound?

CLIENT

Yeah, it sounds good. And to be honest, I need to know how I'm going to say it as well because any feedback I give to them is generally not well received.

COACH

All right. So we're looking for what you're going to say and how you're going to say it.

CLIENT

Exactly, yeah. Exactly.

[Back to - Good practice when a goal is about someone else other than the client in the room](" \l "Session5_MediaContent7)

# Good practice in setting positive rather than negative goals

## Transcript

NARRATOR

In this video showing good practice in goal setting, we see a coach dealing effectively with a goal that is negative.

COACH

Tim, so we've got a relatively short session today, and I'm wondering what it is you'd like to focus on.

CLIENT [COACHEE]

So what I'd like to focus on is, I need to stop arguing with a colleague in my team.

COACH

OK. You want to stop arguing with a colleague.

CLIENT

Exactly. Yeah. Yeah.

COACH

So if we were to focus on what you want instead of arguing, what would that be?

CLIENT

Mm. Well, what I'd like is to have a good working relationship with that colleague.

COACH

OK.

CLIENT

We used to have a pretty good working relationship, so I'd like to have that with them.

COACH

So we're focusing on improving or getting to a good working relationship with your colleague.

CLIENT

Exactly.

COACH

And what does that mean you need to get from the session specifically?

CLIENT

So, for whatever reasons, we've got to a point where we're no longer communicating properly. And everything I seem to say to them, they've taken the wrong way, and I think, maybe, vice versa.

COACH

OK.

CLIENT

So what can I do to reverse that?

COACH

So it sounds like you're aware that the things that you've tried so far haven't been particularly successful.

CLIENT

Yeah.

COACH

And now you're looking to find ways of improving and reversing that trend in the relationship.

CLIENT

Yeah, exactly. Exactly.

COACH

So if you got really specific, Tim, what do you need to take away?

CLIENT

So what I need to understand is – I want to broach it with them, and it's how am I going to do that.

COACH

OK. So we're really looking, in this part of the coaching anyway, at how you're going to broach this with them and how you handle it.

CLIENT

Exactly. Yeah. What do I say to them?

COACH

What do I say to them?

CLIENT

Yeah.

COACH

OK.

[Back to - Good practice in setting positive rather than negative goals](" \l "Session5_MediaContent8)

# Examples of good questioning

## Transcript

NARRATOR

In this example of good questioning practice, listen out for the use of short, open questions, normally beginning with what or how. And also listen out for occasional closed questions, which finish this section of coaching off.

COACH

So you were very keen to discuss your career plans. And I'm wondering what you've been thinking about so far.

CLIENT [COACHEE]

Well, I've given it a lot of thought actually. I know last time we talked about what direction I wanted to go in. I'm quite clear that I do want to get some managerial experience. That's the direction I want to go in. So I'm quite clear about that now.

COACH

OK. And what is it about managerial that appeals to you?

CLIENT

I've spent a lot of time managing projects. And what I'd really like to do now is manage people. It's something I haven't done before, but I'm really drawn towards it. So I really do need to get some experience in this and work out how I'm going to get there.

COACH

Right. So your thoughts have clarified towards managing people.

CLIENT

Yes.

COACH

And I'm just wondering where that takes you now. What are your thoughts now?

CLIENT

Well, I need to figure out exactly what the steps are in order for me to get the experience, so that when I go to interview that I can show that I've got the skills required. So I need to do some research around that and probably some training, as well.

COACH

OK. So some research and training – what kind of research do you feel you might need to do?

CLIENT

That's a good question actually. I'm not sure at the moment. I could speak to my manager about that. Perhaps someone in HR might be able to point me in the right direction.

COACH

So a little bit of prior research, really, about the research.

CLIENT

Yes.

COACH

And how do you see this going forward?

CLIENT

Well, the first thing that I need to do, really, is to identify within my area what are the options with regards to potential promotion, and to find out exactly what would be required for that role, and then find some training that's relevant to those new skills that I need to acquire.

COACH

So this sounds like the beginnings of a good action plan. And I'm just wondering how you'll keep yourself on track.

CLIENT

Yes. As you know, I do have a lot on at the moment. So that is a bit of a concern about how I manage that.

COACH

So what are the potential pitfalls here?

CLIENT

OK, well, I mean, I'll be honest with you. Time management is not a huge strength of mine at the moment because of my workload. I really do need a very specific plan with timelines. And I need to spend some time prioritising.

COACH

OK. So what works best for you in terms of really managing your time?

CLIENT

What really works best for me is when I can have this kind of situation in my coaching that you can help me identify what it is that I need to do and help me keep on track with my timelines. It might help for us to have a talk around that actually.

COACH

OK. OK. And how else can I support you going forward?

CLIENT

Well, in our sessions, of course, it really helps when I can check in with you. And not that I expect you to chase me up, but it's good to be accountable in our sessions and to have something to aim towards.

COACH

Sure. OK. So keeping you clearly on track and getting things to aim towards.

CLIENT

Yes.

COACH

And what's the very next step?

CLIENT

Good question. OK, my next step has to be to speak to my manager. I'm going to book something in his diary, tell him that I've decided on what it is I want to do with my development, and to find out from him what the possibilities are for some training.

COACH

OK. Sounds like a plan.

CLIENT

Yeah, I'm really looking forward to it. You've been helpful. Thank you.

[Back to - Examples of good questioning](" \l "Session5_MediaContent9)