

Guidelines

Reviewed by:

Suria Sonia

Suria Sonia Ahip Abdullah
1st May 2023

Approved by:

Laurena Aloh

Laurena anak Aloh
1st May 2023

Online copy of this documented information is the latest

Document No. : GL-HR-03
Revision No. : 1
Effective Date : 1 May 2023

1.0 Context

Change is constant and inherent in all living and non-living systems and change today is becoming faster, deeper and more complex as environmental transformation increases pace. This is a particular challenge for organisations, which need to develop the capability to manage change in order to remain effective. Human change is at the core of what coaches do and they are well placed to support organisations in managing unprecedented levels of uncertainty.

1.1 Definitions

i. **Executive coaching (Leadership coaching)**

Here the coach works with the executive (or high potential manager) as above in the generic definition of coaching. The coach is committed to the executives' goals. It is the responsibility of the executive and the organization to ensure that their goals are aligned.

For example, this may involve working within specific areas of leadership development, such as assessment of their leadership style, talents and vision; and / or in skill development areas, such as time management, confidence, impact and influence, leading change. Additionally, the coach can provide an external support system that encourages the executive to deal with the challenges that may arise from change within an organization.

ii. **Psychological Coaching**

Psychological Coaching is a tool used to help Clients overcome psychological blocks. It is used as a coaching tool as and when necessary in all types of coaching situations. Forms of psychological coaching include for example, Cognitive Behavioural Coaching (CBC) and Neuro-Linguistic Programming (NLP). Psychological Coaching should only be performed by appropriately qualified Coaches and clear boundaries should be agreed at contract stage.

iii. **Group Coaching or Team Coaching**

Here the coaching methodology is used for teams and team development, for example with functional teams or peer groups. Group coaching may address specific processes with the team, eg problem-solving, decision-making, communication, etc

iv. **Specific coaching**

Here the coach offers their services in a context they have expertise in, eg career, health, stress management or outplacement. The coaching process is similar to coaching above in that the ownership remains with the client, *and* the coach often has a proven process for this particular focus and permission to offer information, guidance and advice.

v. Mentoring

In the mentoring relationship the client seeks out an individual with more relevant experience, who will help fast-track the client through the organization / industry / profession. The mentor will give advice within the context based on their experience and the relationship is typically ongoing over a long period of time. Mentoring uses some of the same skills as coaching and the process is similar, except that the individual receives guidance from the mentor. The relationship is one of the experienced person passing on knowledge and skills to the individual, who accepts these and decides what to use to help in their own situation. The focus of attention is more on the mentor passing on their wisdom, although based on the individual's agenda.

vi. Counselling

Typically an individual will seek a professional counsellor when they experience blockage, due to past experiences, preventing them moving forward. The counsellor works 1:1 with the individual to identify the causes of the blockage and help them come to terms with it and thereby prepare them to move on. Professional counsellors deal with personal issues in much greater depth than would generally be the case in coaching. Counselling should only be performed by appropriately qualified Counsellors and clear boundaries should be agreed at contract stage

vii. Consulting

The consulting relationship varies enormously. Consultants work on behalf of the organization and are called in due to their experience in the situation the organization faces. Typically the consultant will give advice and / or provide processes that the organization can use to short-cut the route to their goal and benefit from the learning of the consultants. This service is typically provided 1: many and the consultant is working for the organization, rather than the individual.

2.0 When to use

Coaching is a personal service and is always tailored to the needs of the individual(s). It is flexible, immediate, and focused on a specific requirement. Coaching only works when the client has *chosen* this form of support for their personal development.

A. Coaching Guidelines:

- 2.1 Identify talent and potential leaders and support their growth as part of a retention strategy
- 2.2 Improve communication, where the blocks are not technical but personal
- 2.3 Solve problems and improve decision-making
- 2.4 Support culture change
- 2.5 Develop Leaders
- 2.6 Improve management style
- 2.7 Achieve successful Mergers and Acquisitions
- 2.8 Fast-track performance
- 2.9 Support individuals to raise their performance to the next level (eg about to or having promoted them)
- 2.10 Improve individuals' performance in certain skills, especially where the blockage is not technical but personal.
- 2.11 Support team development and cohesion
- 2.12 Support career change and transitions
- 2.13 Support exit from the organization

B. Mentoring Guidelines:

- 2.14 Mentoring partnerships should contribute to the department's business strategy and objectives.
- 2.15 Mentors and mentees should not be in a direct reporting relationship.
- 2.16 Mentoring partnerships are about professional development.
- 2.17 Mentoring partnerships are grounded in confidentiality and trust.
- 2.18 Mentoring partnerships should be dynamic and reciprocal experiences in which the mentor and mentee grow and learn from each other.
- 2.19 The responsibility for identifying discussion topics, surfacing ideas and structuring the relationship is shared by both mentors and mentees.
- 2.20 Although there is a defined period of time for mentoring partnerships, they can be extended by mutual consent.
- 2.21 Mentoring is a volunteer activity. Either party can end the relationship for any reason at any time with no fault assigned.
- 2.22 Mentees are encouraged to keep their managers informed about the mentoring partnership; however, the extent to which the manager is involved is at the mentee's discretion.
- 2.23 The effectiveness of mentoring partnerships should be evaluated at defined intervals by reviewing the progress towards achieving the mentees' and mentors' objectives.
- 2.24 The conversations between the mentee and mentor should remain confidential, unless otherwise specified upfront.

There are six steps in the coaching or mentoring process. Tools, resources and information on each of the following steps to assist in making coaching or mentoring relationship a powerful learning experience.

Step 1: Is Coaching / Mentoring Right for You?

Step 2: Getting Started

Step 3: Pairing Up

Step 4: Defining the Mentoring Relationship

Step 5: Stay on Track

Step 6: Wrap it Up

3.0 After Coaching / Mentoring

- 3.1 **For individual** – Improve self-awareness and flexibility, greater confidence, improve relationships with others, improve managerial and leadership skills, improve ability to deal with change and support others through change, develop clear goals, improve ability to solve problems and make decisions, acquire new skills, improve performance and productivity, learn a process to self-coach and to identify and act on learning needs
- 3.2 **For organization** – improve performance, productivity, quality, business results, improve morale and employee commitment (retention), demonstrate commitment to learning in the organization and reinforce learning culture, develop coaching capability in the organization, support organizational change, support other learning and development activity and reinforce the new ways embedding them quickly, support individuals through a personal change (eg promotion)
- 3.3 **Benefits to the Mentee** – a more experienced or knowledgeable person to provide feedback and advice for his/her continued career and professional development; a channel to brainstorm ideas, communicate concerns and receive support; Insight into culture and a broader perspective on the business; a supportive forum to develop a focused plan for professional development that is tied to skills, knowledge, and actions.
- 3.4 **Benefits to the Mentor** – opportunity to demonstrate commitment to developing people; personal satisfaction of guiding and sharing with another member of the organization; vehicle to keep "in touch" with issues and concerns in the organization; opportunity to use and develop leadership skills; enhanced and strengthened interpersonal and coaching skills.

Appendix – Coaching / Mentoring Evaluation Form

We would like to know how you rate your Coach / Mentor on a few variables covering skills, techniques and attributes

A. How good was your Coach / Mentor at...

1 = low 5 = high

- | | | |
|---|---|-----------|
| 1 | Keeping agreed appointments | 1 2 3 4 5 |
| 2 | Allowing you to set the agenda for your sessions | 1 2 3 4 5 |
| 3 | Keeping a check on the points agreed during your sessions and feeding these back to you including reviewing points from previous sessions | 1 2 3 4 5 |
| 4 | Encouraging you to use a log or reflection note to reflect on learning experiences | 1 2 3 4 5 |
| 5 | Sharing experiences and ideas as options for you to consider | 1 2 3 4 5 |

B. How well did your Coach / Mentor...

1 = low 5 = high

- | | | |
|---|---|-----------|
| 6 | Establish rapport with you – listening to what you said and displaying empathy with your thoughts and ideas, giving clear responses and summaries, communicating openly with you etc. | 1 2 3 4 5 |
| 7 | Explain clearly any necessary concepts, information and techniques giving clear, concise and constructive feedback | 1 2 3 4 5 |
| 8 | Use questionnaires and/or self-assessment profiles (if appropriate) to help you understand yourself better | 1 2 3 4 5 |
| 9 | Ensure you retained responsibility to solve problems and change your behaviour gaining your commitment to a Personal Action Plan | 1 2 3 4 5 |

C. How good was your Coach / Mentor at...

1 = low 5 = high

- | | | |
|----|---|-----------|
| 10 | Asserting him/herself without being aggressive or passive | 1 2 3 4 5 |
| 11 | Showing that he/she was knowledgeable, skilful and willing to liaise with other appropriate experts | 1 2 3 4 5 |
| 12 | Demonstrating good time management practices | 1 2 3 4 5 |
| 13 | Communicating a genuine belief in the potential for people to improve their performance | 1 2 3 4 5 |
| 14 | Managing your emotions | 1 2 3 4 5 |
| 15 | Acting as a good role model | 1 2 3 4 5 |

D. How good was the coaching programme at helping you to

1 = low 5 = high

16	Assess your current levels of competence	1 2 3 4 5
17	Improve your performance	1 2 3 4 5
18	Become more aware of learning	1 2 3 4 5
19	Prioritise your development needs	1 2 3 4 5
20	Maximise any learning opportunities	1 2 3 4 5
21	Set yourself development goals or targets	1 2 3 4 5
22	Monitor and/or evaluate the achievement of your objectives	1 2 3 4 5
23	Set yourself new goals	1 2 3 4 5
24	Create a Personal Development Plan	1 2 3 4 5
25	Feel more positive about your development	1 2 3 4 5
26	Raise your morale	1 2 3 4 5