[Coaching and Mentoring]

Lecture Title:

13. [Coaching and Mentoring – A Model for Coaching and Mentoring]

Lecturer: Paul Gauci

Date: 27 October 2025 9.00Hrs - 13.00hrs

21 ACADEMY

Masters in Human Resources Management

Learning Objectives

Following this session students will be able:

To develop a comprehensive coaching or mentoring model within an organisational context.

To design and evaluate a holistic coaching or mentoring model that integrates organisational values, stakeholder needs and practices to drive professional growth and strategic outcomes.

Learning Method

- **Lecture focused on learning objectives and core content** as a key instructional process.

- **Formative assessment through participative learning tools and activities** will be utilised evaluating students' comprehension and academic progress throughout - with respect to understanding and applying HRM concepts.

Purpose & Rationale

- Define the need for a holistic coaching/mentoring model

- Emphasize alignment with organizational strategy and culture

Sumantra Ghoshal

- https://www.youtube.com/watch?v=Wj2V4trpU_4

- Highlight benefits: talent development, engagement, performance, and retention

A Model for Coaching and Mentoring

Conceptual Foundations

- Theoretical underpinnings (e.g., systems thinking, adult learning, transformational leadership)
- Integration of coaching and mentoring distinctions
- Reference key thinkers (e.g., Whitmore, Clutterbuck, Kegan & Lahey)

Organisational Values & Culture

- Identify core values and how they shape coaching/mentoring ethos
- Show how values inform behaviors, expectations, and relational dynamics
- Example: “Integrity” → transparent feedback practices

Stakeholder Mapping

- Identify key stakeholders: coachees/mentees, coaches/mentors, line managers, HR/L&D, senior leadership
- Explore their needs, expectations, and success criteria
- Use a stakeholder matrix or persona snapshots

Model Overview

- Present a holistic model (framework)
- Components: Purpose, Principles, Process, People, Practices, Evaluation
- Highlight integration points: values, stakeholder alignment, strategic goals

“How might this model transform your culture?”

Coaching & Mentoring Practices

- Adapt core practices: contracting, goal setting (e.g., GROW, CLEAR), feedback loops, reflection
- Include cultural/contextual adaptations
- Embed peer learning, group mentoring, or digital platforms if relevant

Evaluation & Impact

- Define success metrics: individual growth, team performance, strategic alignment
- Use Kirkpatrick’s levels, ROI, or impact mapping
- Include feedback mechanisms and continuous improvement loops

Implementation Considerations

- Phased rollout plan
- Training and support for mentors/coaches
- Governance, ethics, and quality assurance
- Address barriers: time, buy-in, consistency

Application in Practice: Case Study

Embedding a Coaching and Mentoring Culture at Veritas Health Systems

- Masters-level case study designed to support curriculum development and facilitation goals.

- It integrates coaching and mentoring theory with practical application in an organisational context, and includes structured questions with model answers to stimulate critical thinking and reflective dialogue.

Context

- Veritas Health Systems (VHS) is a mid-sized healthcare organisation operating across three regions.
- Following a strategic review, VHS identified the need to improve staff engagement, leadership capability, and cross-functional collaboration.
- The HR Director proposed embedding a coaching and mentoring model to support leadership development, succession planning, and cultural transformation.

- VHS has a diverse workforce, including clinical, administrative, and operational staff.
- Previous attempts at leadership development were sporadic and lacked follow-through.
- The new initiative aims to create a sustainable, measurable coaching and mentoring culture aligned with organisational values and strategic goals.

Objectives

- Develop a structured coaching and mentoring framework tailored to VHS's context
- Build internal capability through training and accreditation
- Align coaching and mentoring with performance management and talent development
- Foster psychological safety, reflective practice, and inclusive leadership

Intervention Design

🔷 Phase 1: Diagnostic and Stakeholder Engagement

- Conducted interviews and focus groups across departments
- Identified key themes: lack of feedback, siloed working, unclear career pathways
- Engaged senior leaders to champion the initiative

Phase 2: Framework Development

- Adopted a blended model combining GROW (Whitmore, 2009) for coaching and developmental mentoring (Clutterbuck, 2014)

- Created a tiered structure:
- Peer Coaching Circles for frontline staff
- Leadership Mentoring Programme for mid-level managers
- Executive Coaching for senior leaders

🔷 Phase 3: Capability Building

- Delivered facilitator-led workshops on coaching skills, active listening, and feedback
- Accredited internal coaches and mentors using a competency framework
- Integrated coaching conversations into quarterly performance reviews

🔷 Phase 4: Evaluation and Sustainability

- Used Kirkpatrick’s Four Levels of Evaluation
- Tracked engagement, retention, and leadership pipeline metrics
- Created a community of practice and digital resource hub

Reflective Questions and Discussion

1. What are the key differences between coaching and mentoring in this case?

2. How does the intervention align with organisational strategy, organisational values, stakeholder needs and practices to drive professional growth and strategic outcomes ?

3. What challenges might arise in implementing this model?

4. How does the model promote inclusivity and psychological safety?

5. What evaluation methods are appropriate for this initiative?

Reflective Questions and Model Answers

1. What are the key differences between coaching and mentoring in this case?

Model Answer:

Coaching at VHS is performance-focused, short-term, and structured around specific goals (e.g., using GROW). Mentoring is developmental, longer-term, and relationship-based, supporting career progression and identity formation. Coaching is used across levels, while mentoring is targeted at leadership development.

2. How does the intervention align with organisational strategy, organisational values, stakeholder needs and practices to drive professional growth and strategic outcomes ?

Model Answer:

- The model supports VHS's strategic goals by enhancing leadership capability, improving cross-functional collaboration, and embedding a feedback-rich culture.

- It also addresses succession planning and retention, aligning with HR metrics and organisational values.

3. What challenges might arise in implementing this model?

Model Answer:

- Challenges include resistance to cultural change, inconsistent engagement from leaders, time constraints, and maintaining quality across coaching and mentoring relationships. Addressing these requires strong sponsorship, clear communication, and ongoing support structures.

4. How does the model promote inclusivity and psychological safety?

Model Answer:

- Peer coaching circles foster shared learning and flatten hierarchies. Training includes cultural intelligence and bias awareness.

- The mentoring programme encourages diverse pairings and reflective dialogue, creating safe spaces for growth and feedback.

5. What evaluation methods are appropriate for this initiative?

Model Answer:

- Kirkpatrick’s model is suitable: Level 1 (reaction) via feedback forms; Level 2 (learning) via pre/post assessments; Level 3 (behavior) via performance reviews and 360 feedback; Level 4 (results) via retention, engagement, and leadership metrics.

Masters in Human Resources Management

Presentations and Discussion

References

Clutterbuck, D. (2014). Everyone Needs a Mentor. CIPD.

Grant, A. M. (2017). The Third Generation of Coaching.
Coaching: An International Journal of Theory, Research and Practice.

Kegan, R., & Lahey, L. L. (2009). Immunity to Change. Harvard Business Press.

Whitmore, J. (2009). Coaching for Performance. Nicholas Brealey.

21 ACADEMY

Masters in Human Resources Management