

METHODOLOGICAL RECOMMENDATIONS FOR THE IMPLEMENTATION OF THE COACH-MENTORING SYSTEM IN ORDER TO DEVELOP THE PROFESSIONAL COMPETENCIES OF MANAGERS

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Abstract. *The article is devoted to the description of the coach-mentoring system at a commercial enterprise for the purpose of developing professional competencies of managers in working with clients. The purpose of the article is to develop methodological recommendations for the implementation of the coach-mentoring system with the purpose of developing the professional competences of managers. The stages of implementation of this system are highlighted in chronological order, namely: definition of goals and tasks of coach-mentoring; development of criteria for the manager's integration into the business process; program development; development of evaluation criteria for managers and mentors; development of the mentors' motivation system; development of regulatory documents that accompany the entire process of manager integration; selection of mentors; organization and conduct of PR events in a commercial organization for the introduction of a coach-mentoring system; training and coaching of mentors, their motivation; conducting a pilot test project; receiving feedback from process participants; analysis and adjustment (if necessary) of the program. The requirements for the personality of a coach-mentor and his functional duties are described. These include the following: determine the needs of a novice manager in professional development; explain the coaching-mentoring process to student managers; facilitate the adaptation process in the organization; help to master work technologies; help in defining educational goals and planning actions; offer students various learning opportunities in order to increase their productivity; give feedback to students based on observations of their behavior at the workplace; help the student identify problems and possible options for solving them; help the student motivate himself to achieve production goals.*

Keywords: *coach-mentoring system, coaching at the workplace, development of professional competences, client manager.*

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Introduction. Recently, in private enterprises, the issue of professional improvement of the business qualities of managers at workplaces has become increasingly acute. Every commercial organization can implement a coach-mentoring system in its activities in order to improve the professional competencies of managers and for other purposes. This work is multifaceted and gives a good commercial effect in the future.

Literature review. Coaching at the enterprise can be considered as: individual psychological support of a specialist on the way to professional achievements; management style aimed at professional development; a form of individual and group counseling for managers and executives at all levels [1; 2; 3; 4].

Coaching is a solution-focused, systematic, result-oriented process of cooperation, during which the coach contributes to the improvement of performance, the increase of life and professional experience, independent learning and personal growth of specialists [5].

Aims. The purpose of the article is to develop methodological recommendations for the implementation of the coach-mentoring system with the purpose of developing the professional competences of managers.

Method. We believe that the following stages of the development and implementation of the coach-mentoring system in commercial organizations can be tentatively identified: definition of goals and tasks of coach-mentoring; development of criteria for the manager's integration into the business process; program development; development of evaluation criteria for managers and mentors; development of the mentors' motivation system; development of regulatory documents that accompany the entire process of manager integration; selection of mentors; organization and conduct of PR events in a commercial organization for the introduction of a coach-mentoring system; training and coaching of mentors, their motivation; conducting a pilot test project; receiving feedback from process participants; analysis and adjustment (if necessary) of the program.

Let's consider the above stages in more detail.

At the first stage, in addition to the general goals, specific goals that the commercial organization wants to achieve through the implementation of this program should be formulated. A description of the existing situation, its analysis and the answer to the main question: why exactly will this program solve the problem? A clear definition of the expected results is necessary. The methods of implementing the program will depend on the effective performance of these tasks.

The second stage involves the development of criteria for the integration of the customer service manager into the business process. The stage is directly related to the set goals. How will we know that our goals have been achieved? What should the manager's behavior be, what results should he get in his work?

At the third stage, it is necessary to develop behavioral scales for evaluating managers and mentors. This procedure ensures the objectivity of the received data.

The fourth stage involves the implementation of motivational systems for personnel (monetary and non-monetary). It is necessary to make the coaching-mentoring process useful both for the organization and for its managers. It is necessary to increase the prestige of this activity, to form a mentoring institute. Here it is important to diagnose the personnel regarding their motivation to work and to choose adequate motivational influences on the key subjects of business processes.

At the fifth and sixth stages, formalization of the process, creation of corporate algorithmized technology, which should be documented, is necessary.

The sixth stage includes the selection of highly qualified specialists who are able and willing to carry out mentoring work

At the seventh stage, it is important to conduct appropriate information campaigns in the commercial organization in order to reduce the anxiety of the staff, reduce their resistance to changes in the organization and strengthen the motivation and responsibility of all participants in the process for the implementation of the coach-mentoring program. At this stage, transparency of internal communications, understanding of goals and objectives by all participants in this process is also important.

The eighth stage is training in mentoring technology, training coach-mentors in the necessary skills for conducting coaching sessions.

The ninth stage is a pilot project. The trial version provides an opportunity to receive feedback at all stages of project implementation, analyze errors, difficulties, and adjust the program in the desired direction.

At the tenth stage, it is necessary to analyze the situation, if necessary - to adjust the program, goals and tasks

The eleventh and twelfth stages involve the analysis of the obtained results, drawing up a report, and approving the program.

The entire process of coaching and mentoring in a commercial organization can be conditionally divided into three parts: 1) adaptation; 2) training; 3) coaching at the workplace. Adaptation is the process of integrating new managers into the external and internal business process of the organization; changing the manager's behavior in accordance with the requirements of the environment. Learning is the process of mastering knowledge and skills. Coaching at the workplace is the process of improving the quantitative or qualitative characteristics, skills or knowledge of a specialist in a specific area; the use of already acquired knowledge and skills in a specific situation or with a specific purpose [6].

Training in a commercial organization, most often, is a training conducted by specialist trainers, both internal and invited from the outside. However, even for an organization with powerful resources, it is impossible to effectively implement training programs for all personnel in a short time. Therefore, the main training process in a commercial organization in terms of workload is coaching, carried out by managers and specialists at the workplace, as well as internal and external trainers of the organization who have coach training. We consider coaching as an element of the mentoring system. Mentoring covers a wide range of issues, being a much more general process than coaching, which refers to a specific skill or field of activity.

One of the key advantages of mentoring in commercial organizations is the individual approach to students. A mentor is usually responsible for one or more students, and not only teaches them a professional skill, but also performs to a certain extent the functions of an educator, helping them to master the basic requirements of a professional role, forming the necessary business qualities, an appropriate attitude to work and models of organizational behavior, which are necessary for the successful performance of their job duties.

When developing and implementing a mentoring system, the question arises: who should perform the functions of a mentor? Choosing such a specialist is a rather complicated process and depends on the goals of the program itself. As a rule, an experienced and authoritative manager with extensive work experience in this organization becomes a coach-mentor. During the introduction of a person into the organization and during the further development and career advancement of the manager, the functions of his mentor can be performed by completely different people.

A mentor is a person responsible for the integration of a new manager into the organization's business processes. He carries out various procedures that should lead

to the complete mastering of his duties by the newcomer, as well as the rules and norms inherent in the organization and the team. At the next stage of the manager's work, the mentor contributes to the promotion and development of the manager (manager) within the organization and his effective professional activity.

Results. This process continues throughout the manager's time at the company; the manager's development tool used by the mentor is coaching. One mentor can have several wards, but as our practice shows, the work will be effective only if there are no more than four of them.

A coach-mentor does not necessarily have to occupy a leadership position if we are talking about the first stage of mentoring, that is, about the adaptation of a new client manager. But when it comes to coaching, a direct supervisor or line manager can take on the role of a mentor. It can also be a full-time coach of a commercial organization. Mentors for the first stage can be selected from experienced workers suitable for the job. In a commercial organization, there are bound to be people to whom advice is sought more often than to other managers, and who get pleasure from this process. It is best to choose mentors among such employees.

Choosing a mentor can happen in different ways. But the selection and training of coach-mentors should be done systematically and according to the specified parameters. It is necessary to remember: despite the fact that all coach-mentors must undergo mandatory training, not all professional skills can be developed quickly enough. There are certain abilities and skills that the applicant must have. There are, in our opinion, several methods of determining suitable managers for this activity.

1) *Staff evaluation.* To do this, you need to include the relevant competencies in the evaluation profile. Based on the results of the assessment, managers with the appropriate qualities and motivation are identified. The absolute plus of this method is that the results of the evaluation clearly show the extent to which each skill is developed, how it is reflected in the behavior that the manager needs to be more effective. Based on this data, it is possible to build training programs for mentors and further adjust them.

2) *Selection of a mentor based on the results of corporate trainings.* It can be any business training dedicated to working with people (leadership, business communications, team building). The task of the trainer is to select participants with the appropriate qualities.

3) *Specially designed business games.* This is the most effective, but also the most expensive method, as it involves the development of an evaluation center for one specific task. Not every organization has the time, human and material resources at its disposal to develop and hold such an event.

4) *Analytical selection.* You can also choose coach-mentors as follows:

- study their resumes, personal and professional profiles;
- conduct an interview with them according to a previously developed plan;
- to pay attention to the observations during the acquaintance sessions of newcomers with the team;
- to analyze the extent to which all participants in this process are psychologically compatible.

Discussion. The main functional duties of a coach-mentor include the following: to determine the needs of a novice manager in professional development; explain the coaching process to students; facilitate the adaptation process in the organization; help to master work technologies; help in defining educational goals and planning actions; offer students various learning opportunities in order to increase their productivity; give feedback to students based on observations of their behavior at the workplace; help the student identify problems and possible options for solving them; help the student motivate himself to achieve production goals.

It is necessary for the mentor to possess the following character traits and qualities: empathetic, supportive; patient; optimist; responsible; places to trust; objective and non-evaluative; prone to reflection; attentive; honest.

It is also important that the coach-mentor has a consistently positive result in his work (according to key performance indicators).

The selection of the person responsible for the coordination of the entire process is an important stage in the functioning of the entire coaching-mentoring program. One of the options for solving this task is to transfer control functions to the head of the unit, but this will require him to spend a lot of time. Many organizations are inclined to transfer control functions to the personnel department, since, as a rule, the personnel department is responsible for training (if the company does not have its own training center). In some large organizations, it is advisable to introduce a special position of adaptation manager. Since the organization and control of the entire mentoring process requires a lot of time, the introduction of such a position solves many problems. The duties of the coach-mentoring program coordinator include periodic monitoring of this process. It is he who has the right to check current documentation, receive feedback from managers, mentors and leaders. Also, all information on the operation of the system flows to it.

His duties include notifying participants about the start of a new phase of the program (this is especially important when the program is just being implemented) and processing evaluation forms. Part of the control functions can be performed by the head of the department. For example, the supervisor may keep each mentor's program implementation plans. When performing each event fixed in the plan, the mentor must put his signature and comments. For this, he takes the form from the manager, and then returns it to him. This provides a double control function—on the one hand, the responsibility of the mentor to the head of the department, on the other hand, the responsibility of the manager to the HR department for the implementation of the program, since the coordinator can monitor at any time.

Having such a plan is a good control tool, as well as a detailed instruction for the mentor. You can create an electronic version of such a plan, where each mentor notes the implementation of this or that event. The coordinator of the coaching-mentoring program can monitor what is happening online. It is very important to fix specific dates of events in the mentor's work plan, which ensures a clearer organization of the process. For example, on the third working day, the mentor must provide feedback to the manager. This is indicated in the plan (structure and date of feedback).

The manager has the same plan. The mentor must indicate in the form that he has provided feedback. The head of the department and the coordinator can easily check whether the feedback was carried out on this particular day, and if not, then find out why it did not happen.

Regulatory documents and reporting forms are an important element of control and monitoring. Thoughtful documentation significantly saves the time of all participants in the process and allows you to obtain adequate information that can be used to evaluate the result and plan further activities.

According to our own experience, it is advisable to conduct a coaching-mentoring session according to the following plan.

In coach-mentoring, there are mostly two types of discussions of the production situation: situational and planned. Situational discussions are a reaction to the situation that has arisen; focusing the mentor on one or two aspects of work; require little preparation; are held as soon as the opportunity arises, most often not planned.

Planned discussions are a reaction to long-term trends in work. The mentor and manager focus on all work. Planned discussions require detailed development and constant preparation, are held every week on a regular basis (according to the manager's work technology), and take place on schedule.

The algorithm of effective discussion during coaching is identical for both situational and planned discussion. In fact, the discussion during mentoring is formally divided into two parts. The first part is a diagnosis, the second is the creation of an action plan.

The purpose of the diagnosis is to create a mutually understandable picture of areas where a change in the manager's behavior is needed. For this, it is necessary to determine the gap between the actual current level of work (the answer to the question: "Where are we now? What level of professional development will we take as a reference point") and the desired level (the answer to the question: "Where do we want to be? What level of professional development of the employee can we achieve given its potential?«»).

Diagnostics carried out during the discussion includes three stages.

1. Explaining to the manager why it is necessary to discuss his behavior at the workplace.
2. Study of the situation. Collaborative analysis of professional behavior that may have caused the problem or that could be changed for the better.
3. Receiving feedback from the manager, which will convince the mentor that he agrees with the conclusions of the diagnosis.

After the diagnosis, the mentor and the manager draw up a plan together, which describes the detailed algorithm of the next actions.

The considered methods of improving the professional competencies of managers in working with clients can be applied separately or in combination, depending on the needs and capabilities of a specific commercial organization.

Conclusion. The main result presented in the article is a detailed description of the process of implementing the coach-mentoring system into the work of a commercial organization. The chronological stages of system implementation and

their content are highlighted. The requirements for the person of a coach-mentor are described; recommended document flow. All this will allow the organization to develop the professional competencies of managers at workplaces; achieve the set goals more successfully; to increase their competitiveness in the modern market.

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