



HR DELIVERY

Making Sure HR Delivers

HR DELIVERY WORKSHOP SERIES

Coaching and Mentoring

Coaching and Mentoring: Purposeful Development Conversations

Explore when coaching, mentoring or instruction can help. Practise contracting, listening and purposeful questions, then connect a short development conversation to workplace action while keeping roles, information boundaries and appropriate support clear.



01 DAY

Introductory taster

IN-HOUSE

Your people. Your context.

PRACTICAL

Explore, discuss and apply

A PRACTICAL STARTING POINT

Understand the topic. Try it in practice.

A helpful development conversation starts with clarity about the kind of support needed. Coaching can help someone examine choices; mentoring can contribute experience and connections; instruction may be needed for a specific skill. This workshop introduces these distinctions and explores how clear agreements and supported action make conversations more useful in work.

The day introduces the 6A Workplace Coaching System alongside the distinct MENTOR, BRIDGE and RELATE mentoring architecture. Participants practise a bounded conversation, clarify information sharing and referral limits, and prepare an action experiment with review questions rather than assuming insight automatically changes behaviour.

WHO IS IT FOR?

Managers, HR and learning practitioners, prospective workplace mentors and colleagues supporting development who want introductory conversation practice and a clearer understanding of coaching and mentoring responsibilities and boundaries.

BY THE END OF THE DAY, PARTICIPANTS CAN:

- 01 Choose the support**
Distinguish coaching, mentoring and instruction in a workplace example, considering the person's need, context and the practitioner's competence before proceeding.
- 02 Explain the architecture**
Describe how the six coaching stages differ from mentoring's organisational system, portfolio purpose and relationship practice in workplace development.
- 03 Agree clear boundaries**
Draft a simple conversation agreement covering purpose, roles, information sharing, confidentiality limits and a route for concerns or ending support.
- 04 Listen and inquire**
Use questions and attentive listening to help a colleague explore a work challenge without immediately imposing advice or a preferred solution.
- 05 Offer experience responsibly**
Practise offering relevant mentoring experience with permission, preserving the colleague's choice and recognising when technical instruction or specialist support is needed.
- 06 Connect insight to action**
Agree a small workplace experiment with support, feedback and review, identifying what progress information may appropriately be shared with others.

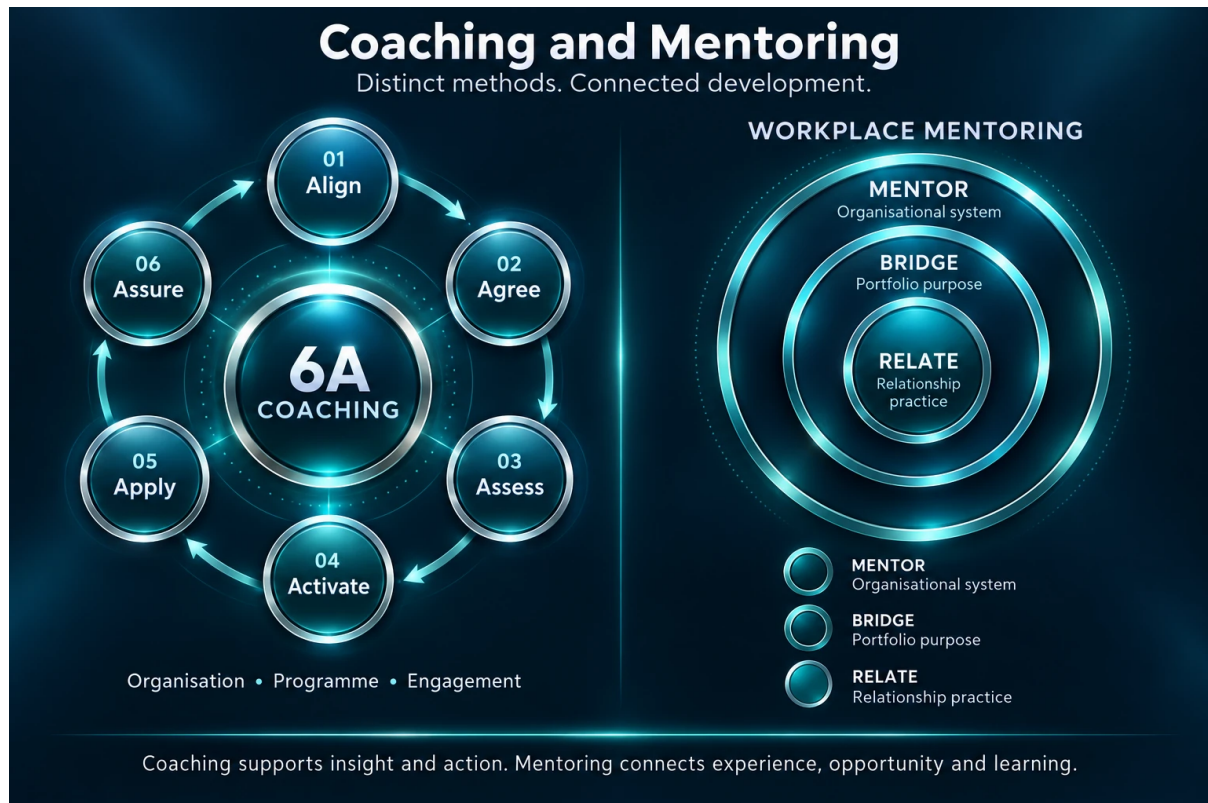
A useful first application

A one-day introduction with observed practice. It does not qualify coaches or mentors, provide therapy or replace supervision, formal management processes, technical instruction or referral to appropriately qualified specialists.

THE FRAMEWORK / WORKSHOP FOCUS

6A Workplace Coaching and MENTOR Mentoring

Coaching uses Align, Agree, Assess, Activate, Apply and Assure. Mentoring distinguishes MENTOR for organisational governance, BRIDGE for portfolio purpose and RELATE for relationship practice; these are complementary layers, not one merged sequence.



SIX QUESTIONS TO EXPLORE IN THE WORKSHOP

01 Purpose and fit

What development need makes coaching, mentoring or another response suitable?

03 Context and readiness

What work context, strengths and constraints should shape the conversation?

05 Workplace application

What small action and support will translate insight into practice?

02 Agreement and boundaries

What purpose, responsibilities and information boundaries should everyone understand first?

04 Conversation practice

What questions or relevant experience could help the person choose?

06 Review and support

How will progress, relationship quality and concerns be reviewed responsibly?

The six focus questions guide workshop practice across two distinct approaches. Coaching and mentoring retain their respective contracts, practitioner requirements and support arrangements; short exercises do not establish readiness to undertake complex developmental work independently.

[Explore the full model >](#)

LEARN BY DOING

Explore. Challenge. Make the ideas useful.

Short explanations lead into lively exercises, paired discussion and small-group challenges. Participants test ideas, share experience and build a draft together. The tone is engaging and enjoyable, with time to reflect and connect learning to real work.

01 Choose the right conversation

Groups sort development requests into coaching, mentoring, instruction and specialist support. They explain uncertain cases and identify questions needed before offering a particular kind of help to someone.

02 Contract before the conversation

Pairs negotiate a sponsor-funded development conversation where expectations differ. Observers check what will be shared, what remains private and how the participant can raise concerns or end the arrangement.

03 Listen, ask and notice

Triads practise a short coaching conversation about a manageable work issue. Observers track listening, assumptions and choice, then the coach repeats one passage using a more useful question.

04 Mentor without taking over

Participants practise asking permission to offer experience, explain its context and invite alternatives. Each mentee chooses a small action and states what support would help them apply the learning.

DIAGNOSE BEFORE YOU ACT

Evidence > shared feedback > agreed priorities

Use selected diagnostic prompts to distinguish known facts from assumptions. Discuss the findings and agree their meaning before proposing a solution. Feedback is part of diagnosis, not an afterthought.

ONE CASE, DEVELOPED THROUGH THE DAY

A newly appointed manager seeks support with difficult prioritisation conversations. Their sponsor asks for detailed session notes, while a proposed mentor begins prescribing solutions from a different department. The manager needs space to think, relevant practical experience and a clear agreement about who sees progress information and what remains private.

Groups choose an appropriate support route, draft a simple agreement and rehearse a short conversation that preserves choice, sets information boundaries and leads to a supported workplace experiment.

THE FACILITATOR WILL

Invite different perspectives.

Make assumptions visible.

Welcome constructive debate.

Capture practical learning.



SAMPLE WORKSHOP AGENDA

A working day, with room to think.

09:00-16:30 | Six hours of facilitated learning, plus lunch and breaks. The agenda, emphasis and timings are always agreed with the client, including local scheduling needs.

09:00-09:20	Welcome and forms of support Compare workplace requests and distinguish situations suited to coaching, mentoring, instruction or specialist help before practising a development conversation with another person.
09:20-10:15	Explore the coaching and mentoring models Introduce 6A and the separate MENTOR, BRIDGE and RELATE layers, connecting organisational purpose with programme responsibilities and the individual development relationship.
10:15-10:30	Break
10:30-11:30	Contract purpose and boundaries Draft a conversation agreement covering goals, roles, information sharing, confidentiality limits and concerns, then test it against conflicting sponsor and participant expectations.
11:30-12:30	Practise listening and useful inquiry Run a short coaching conversation in triads, observe assumptions and question quality, and repeat a passage after feedback on the participant's experience.
12:30-13:30	Lunch
13:30-14:30	Offer mentoring experience with care Practise permission-based advice, challenge and developmental connections while keeping the mentee's choice, context and appropriate professional boundaries visible throughout the conversation.
14:30-14:45	Break
14:45-15:30	Turn learning into workplace action Design a small experiment, identify support and feedback, and decide what evidence could show progress without demanding disclosure of private conversation content.
15:30-16:10	Review practice and support needs Compare observation notes, identify one conversation skill to improve and discuss situations where further training, supervision or referral would be necessary before proceeding.
16:10-16:30	Plan a bounded first application Select a low-risk development conversation within your role and competence, agree permission and prepare the support and review needed for responsible practice.

Match the support to the need, agree clear boundaries and connect the conversation to owned workplace action.

FROM THE SESSION TO YOUR DESK

Useful models. Practical working records.

The day combines reference materials with drafts developed in the exercises. Each has a clear use beyond the workshop; the work reflects the evidence and perspectives available in the room.

01 Distinct models reference

A guide to the six coaching stages and the separate MENTOR, BRIDGE and RELATE layers, clarifying how organisational purpose, programme arrangements and relationship practice connect without merging approaches.

Use it to explain which development approach is being offered.

02 Support-choice prompts

Worked questions for distinguishing coaching, mentoring, instruction and specialist support according to the work issue, the person's needs and the limits of the helper's role and competence.

Use them to consider an appropriate response before starting support.

03 Conversation agreement draft

A practice agreement covering purpose, responsibilities, information sharing, confidentiality limits and exit or concerns routes, with sponsor expectations separated from the private content of a developmental conversation itself.

Use it to establish clear expectations with the people involved.

04 Observed conversation feedback

Notes from coaching and mentoring exercises identifying questions, listening and use of experience that helped or constrained the participant's ability to think and choose action.

Use it to select one conversation skill for further practice.

05 Workplace experiment card

A learner-owned action with support, feedback and evidence to review, plus an agreement about the progress information that may appropriately be shared with the sponsor.

Use it to connect the conversation with supported workplace learning.

06 Boundaries and review prompts

Prompts for reviewing relationship quality, competence, concerns and referral needs, alongside progress questions that help determine whether the current support remains appropriate for the participant.

Use it to recognise when additional professional support is needed.

CONTINUE EXPLORING

Continue with the models, diagnostic manuals and development resources on the HR Delivery website. Workshop exercises provide a first application; a full organisational diagnostic or implementation assignment can be agreed separately.

[Open the framework >](#)

[Explore diagnostic resources >](#)

MAKE THE LEARNING COUNT

A better conversation. A practical next step.

Arrange one low-risk conversation within your role and competence, with the other person's agreement. Clarify the support being offered and information boundaries, practise one listening skill and review the usefulness of the conversation and the learner's chosen action afterwards.

YOUR FIRST 30 DAYS

01

Days 1-7

Agree a suitable conversation

Choose a manageable work topic with a willing colleague. Clarify whether the conversation offers coaching or mentoring, establish boundaries and confirm where either person can seek additional support if needed.

02

Days 8-21

Practise and support action

Hold the agreed conversation, invite feedback on your listening and questions, and help the learner choose a small experiment. Share only the progress information agreed beforehand with relevant parties.

03

Days 22-30

Review usefulness and limits

Ask what the conversation and action helped the learner understand or do. Review your competence and support needs, agree an appropriate next step and close or redirect the arrangement when necessary.

Follow-through is participant-led. Additional facilitation, a full diagnostic or specialist support can be agreed separately.

AVAILABLE IN-HOUSE

Shaped around your organisation

The client clarifies whether the audience will act as managers, mentors or development practitioners. Participants bring a low-risk work topic for practice and avoid confidential personal matters; local support and referral routes should be identified before the day.

PLAN YOUR IN-HOUSE WORKSHOP

Talk to Dr Phillip Welsh

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Discuss your workshop

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