**Coaching, Mentoring, and the Sustainable Work Ethics**

**A Hypothetical Project Based on Applied and Clinical Sociology**

**SR 950-32: Clinical and Applied**

**Sociology (Fall 2023)**

**Assignment No. 3**

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**Instructor Assigned Essay or Project**

**Assignment #3 – Essay**

1. Write a 5-page essay addressing the following:

a. Create a hypothetical project for applied sociology (descriptive problem

identification/diagnosis) based on a problem within an organization you

either work for/with or with which you are familiar.

b. Extending this project might include a “clinical” intervention to lead to

social change. What might the intervention look like, and how would it be

implemented?

c. Evaluate ethical considerations for the above two scenarios.

d. Propose means by which the project outcomes could be evaluated or

measured for effectiveness.

2. Paper Outline

a. Begin with an introductory paragraph with a succinct thesis statement.

b. Address the topic of the paper with critical thought.

c. End with a conclusion that reaffirms your thesis.

d. Use at least eleven scholarly research sources (two books and the

remaining peer-reviewed journal articles).

**Coaching, Mentoring, and the Sustainable Work Ethics at Mahogany, Inc.**

**A Hypothetical Project Based on Applied and Clinical Sociology**

**Introduction**

Most modern organizations provide little or no coaching and mentoring training. They are only practiced when there are specific issues with a particular staff or team, like unproductivity and low performance. The study examines the inconsequential outcomes due to a lack of mentoring and coaching roles at Mahogany, Inc. Moreover, it investigates how applied and clinical sociology principles can be utilized for social change (Reichard, 2023), complemented by sustainable ethical standard considerations. However, times are changing, and the Mahogany organization will need to integrate coaching and mentoring as integral principles and models for training during onboarding, getting acquainted with manuals of policies, and employee handbooks. Furthermore, it will determine why the mentoring and coaching roles and functions can be utilized to promote positive group interactions, teamwork engagement, and relationship building geared towards sustainable productivity performance “through measurable projects and programs ‘ effectiveness” (Reichard, 2023).

**a)** **A hypothetical project for applied sociology (descriptive problem identification/ diagnosis) based on a problem within Mahogany organization**

Mahogany has a consulting engineering and inspectorate division provides crucial hi-tech services requiring regular traveling and fieldwork. The engineers work with other clientele engineers in other corporate institutions to design and install clean energy machinery and systems and emergency disaster plans in the oil and energy industries. Their routine hi-tech-work involves brainstorming engineering and simulation system robotics –“which operate in dynamic and unstructured environments” (Choi et al., 2021, Abstract), “spanning varying deployment scenarios, each having its unique target applications (Nikiforov et al., 2023, Introduction).

**Description of the Complex Issues**

Despite its laudable, influential standing, engineering successes, and mouth-watering six-figure pay packets for its engineers, Mahogany faces some human capital and management issues. Some experienced engineering consultants are resigning and are quickly absorbed by their rival competitors. According to its grapevine, some employees complained about lacking motivation, long working hours, and monotonous workloads. The management decided to hire a firm of consultants to investigate this.

**Case Study & Problem Diagnostics / Analysis**

Upon completing a ninety-day management systems study, an external management-engineering consultant, Biz-Analytics, discovered i) The loopholes and cracks were due to a lack of mentoring and coaching in its onboarding process and across the board. ii) Staff training lacked peer group participation. iii) The Organizational culture was on shaky foundations (lacking vision and mission buy-ins). iv) The organizational leadership is too transaction-knitted and reward-oriented. v) The leadership style was undemocratic and not transformational. To the management and everyone’s surprise, Biz-Analytics stressed and recommended **urgent management and professional mentoring** and **coaching** for all employees as starting points.

**Sociology of Mentoring and Coaching**

Biz-Analytics adopts sociological concepts in training engineers. It starts with developing an organizational culture. It re-energizes the employees’ commitment to vision and missional goals and building meaningful relationships. Moreover, it begins to train and mentor the engineers with guided advisory on teamwork and efforts, directive paths, planning, and setting achievable goals. The Coaching training format begins with instructional and independent-driven training, partly directive but has room for self-development and corrective training. Some workshop training formats involve group dialogues on participatory discussions, room for initiative, creativity, and innovation.

**b. Extending this project might include a “clinical” intervention to lead to social change. What might the intervention look like, and how would it be implemented?**

**i) Dialogue Communication Intervention Strategies:** The dialogue model is a communication model that emphasizes dialogue between stakeholders. It is also known as public engagement with science. It Opens discussion channels, acknowledges different forms of knowledge, expects scientists and non-experts to learn with and from each other, and emphasizes a two-way flow of information from expert to layperson and vice versa. The dialogue model has five principles: Mutuality (and affinity), Relationship (and connectivity), Empathy (and responsiveness), Risk (and probability), and Commitment (and loyalty). The Dialogue modelsboost relationship building among the engineers and employees. The developmental dialogues and training skills include attentive listening, curious and assertive questioning, and giving feedback as much as possible.

**ii) The Communication Feedback Intervention / Mechanism is Crucial:**  The constructive communication feedback techniques entail applying feedback techniques in a group dialogue setting. i) Through open or structured discussions during training, ii) Feedback with confidantes when mentoring and coaching require confidentiality that pertains to resolving issues. iii) Utilize the suggestion box for anonymity in certain situations. iv) Brainstorming and evaluation/analysis can generate ideas and solutions based on processed, assessed, and analyzed data and information. For example, “a coach is charged with creating a quality experience, which guides their team's physical, technical, psychological & social development (Lyle & Cushion, 2017) based on the body of knowledge specific to their profession (Gano-Overway, L. et al., 2020). There are opportunities to harness implicit and explicit learning through experiences and interactions through mentoring and coaching (Hussey L. et al., 2020). Biz Analytics utilizes feedback communication systems to generate training reviews to assess and evaluate the impact of the practical learning processes and goals achievable as individuals and groups. Other feedback includes Suggestion/grievances boxes and the Grapevine folder, in which all staff can pass on information about working conditions and must contribute solution suggestions. All staff can access line supervisors and directors to share their innovations through digital memos (tagged confidential or non-confidential).

**iii) The Macro Training interventions and the Four-pronged approach: i)** Coaching and Mentoringsessions are infused into the organizational recruitment policy statements and the onboarding process, ii) Through monthly staff training on manuals of services and operational policies, iii) Training on cultural diversity and inclusion (DEIs), iv) Interdisciplinary Networking, through community or college seminar and workshop training to advance practical professional engineering acumen, through multi-dimensional cross-breeding of ideas, newsletters, and peer review publications.

**iv) Micro Intervention Strategies and Models:**  These levels and standards of training will consist of i) Psychosocial support, such as role modeling, and ii) Career or instrumental support, such as providing challenging work toward skill development. iii) Including formal and informal knowledge transfer or new knowledge to new and existing engineers at Mahogany. iv) Utilizing the 5 Cs of team coaching: context (and shared perspective), clarity (and transparency), coordination (and organization), commitment (and obligation), and capability (and demonstrating competency).

**c. Evaluate ethical considerations for the above two scenarios.**

i) **Ethical Leadership Consideration is crucial.** Biz-Analytics makes it known that when evaluating ethical considerations, all parties (including Biz-Analytics, Mahogany Leadership/management, and the engineers) must play instrumental roles in identifying the problems and who is involved. Moreover, they consider the relevant facts, laws, and principles. Analyze and determine possible courses of action and applicable strategies. This will enable them to advance the process and implement the solution. It includes considering the informed consent and voluntary participation of mentors, mentees, coaches, and coached engineers. The famous maxim is ‘do not harm.’ The Confidentiality of the anonymous suggestions is greatly valued and respected within the legal boundaries and contractual obligations binding on Mahogany management, employees, and Biz-Analytics.

ii) **The Bridging Gap Between Theoretical Principles and Best Practices:**  To bridge this gap, Biz-Analytics has strongly advised there are “mentoring and coaching opportunities which are employed (or mandated) to provide new practitioners with the required skills, knowledge, or networking (Gray, A., 2018; Boyer, 1990; & Gary, 2018). However, “The Stanford Educational Leadership Institute (SELI) leadership development program emphasizes instructional leadership; the connection of theory and practice formalized mentoring and support from experts in the field; supervised and structured practicum experiences (New Leaders, 2016), as part of best practices.

**iii) Feedback as an Ethical Research Process:** Feedback is also an ethical process and a research capacity in the sociology of mentoring and coaching. Feedback is one of the processes to explore employees' strengths so that it is easier to identify many competencies and the potential of each employee (Rony et al. et al., 2020). Moreover, according to Jensen et al. (2023), Understanding how scholars develop robust social networks through mentorship will support building research capacity;-and emphasize the importance of developing mentees’ social networks to support sustained engagement in;- engineering education research (EER). The additive here is “building research capacity, with mentee’s networks,” which suggests mentoring through guided and advisory-oriented socialization or social networking. It indicates where new and existing engineering and educational practices are learned and shared. Perhaps undergo preliminary peer reviews, especially during in-house or public workshops or seminars for crossbreeding ideas, especially in new academic engineering writings about a subject or discoveries in a social environment full of like-minded professionals.

**d. Propose means by which the project outcomes could be evaluated or measured for**

**effectiveness.**

**Three Theoretical Interventions** and deduced precepts involving coaching and mentoring are proposed to evaluate and measure effectiveness. They will offer fundamental learning and development models and measurable management tools. They include i) The Zone of Proximal Development (ZPD), ii) Biggs’s Presage-Process-Product Model, and iii) The GROW Model (Binti et al., 2020).

**i) The Zone of Proximal Development (ZPD)** is a critical concept in Lev Vygotsky's theory of learning and development. It refers to the difference between what a learner can do without help and what they can achieve with guidance and encouragement from a skilled partner. It is a mix of coaching and mentoring model precepts. A historical or current data chart is created, and the proximal development trends or levels can be demonstrated through pictorial, graphical illustrations.

**ii) Through Biggs’s Presage-Process-Product Model,** the Mahogany engineers, new and existing, have access to facilitate deep learning and development, involving a) what comes before the learning, b) Process: what occurs during the learning experience, c) Evident Product or productivity: the outcome of the learning experience. The development data are processed into measurable data and information outcomes through charts and graphs, statistical / frequency distribution, correlation models, etc.

**iii) The Grow Model:** enables the Mahogany engineers to learn leadership development traits and processes. It helps both the mentors and mentees, the coaches and coachees, define and achieve specific and measurable outcomes: the engineers are shown a) How to establish their own training and working **goals**, b) Analyze the **realities** on the ground, c) Explore and discover the **options** and alternative strategies to succeed, d) Establish the **Will** to succeed as an engineering mentee or coachee. The GROW model has proved successful all over the world. It forms the backbone of coaching and mentoring in many organizations and universities globally.

**Conclusion**

The applied and clinical sociology of mentoring and coaching in a modern organization like Mahogany is critical. They tend to identify the macro-sociological issues of the failing organizational culture, mass resignation of the hi-tech Mahogany engineers, negligent leadership, and lack of mentoring and coaching standards. Furthermore, Mohagany organization is too transactional leadership and reward-oriented at the expense of transformational leadership. In its applied sociological interventions, poor standard mentoring and coaching were first identified in the timely intervention. The descriptive diagnostics revealed that mentoring and coaching, learning and development, structure, and standards were nonexistent. The clinical sociological interventions presented the expanse for the interdisciplinarity of knowledge networking, dialogue, and feedback communication, including applying the growth theory model to anchor steady practical, instructional, and transformational leadership for social change. Mohogany organization can utilize Coaching and Mentoring to “cushion against the challenges experienced by employees facing organizational change (Viator, 2001). Furthermore, it will boost “self-esteem and self-confidence (Carmel & Paul, 2015, Abstract), including personal development, - optimal performance; good judgment, correction.- To reinforce proper behavior in the present (Minor, D., 2021) and the future to sustain its human capital management and to meet its competitive services obligations.

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