

# AN INTRODUCTION TO MENTORING AND COACHING

Timeframe	Six hours
Learning outcomes	<ul style="list-style-type: none"> <li>• Distinguish between the concepts of mentoring and coaching</li> <li>• Identify and evaluate the importance and benefits of mentoring</li> </ul>
Recommended reading	<ul style="list-style-type: none"> <li>• CIMA, 2002, 'Technical briefing: mentoring and coaching – an overview', <i>Developing and Promoting Strategy</i>, January, 1-8, <a href="http://www.leadersfirst.com/pdf/Coaching%20_%20Mentoring%20Research.pdf">http://www.leadersfirst.com/pdf/Coaching%20_%20Mentoring%20Research.pdf</a> (accessed 11 April 2014).</li> <li>• Clutterbuck, D. 2008, What's happening in coaching and mentoring? And what is the difference between them?, <i>Development and Learning in Organizations</i> 22 (4), 8-10, <a href="http://www.emeraldinsight.com/journals.htm?issn=1477-7282&amp;volume=22&amp;issue=4&amp;articleid=1732600&amp;show=html">http://www.emeraldinsight.com/journals.htm?issn=1477-7282&amp;volume=22&amp;issue=4&amp;articleid=1732600&amp;show=html</a> (accessed 15 April 2014).</li> <li>• McCarthy, G and Milner J. 2013, Managerial coaching: challenges, opportunities and training, <i>Journal of Management Development</i> 32 (7), 768-779 <a href="http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1397&amp;context=gsbpapers">http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1397&amp;context=gsbpapers</a> (accessed 15 April 2014).</li> <li>• Pelan, V. 2012, 'The difference between mentoring and coaching', <i>Talent Management Magazine</i>, <a href="http://people.cpp.com/rs/cpp/images/Mentoring_and_Coaching.pdf">http://people.cpp.com/rs/cpp/images/Mentoring_and_Coaching.pdf</a> (accessed 11 April 2014).</li> </ul>
Section overview	<p>In the past two decades coaching and mentoring have emerged as a major new developmental approaches in organisations and business. Alongside training and workplace counselling, mentoring and coaching have gathered support thanks to their good return on investment and overall positive effect on organisational success. Mentoring and coaching are emerging professions and fields of study and can be approached in a number of ways. What we are now seeing in the second decade of the new millennium is a move towards standardisation of practice and a professionalisation of the field, with coaching bodies focusing more and more on criteria for membership, ethical codes and supervision of practitioners.</p>

## Defining Mentoring and Coaching

There is still considerable confusion about the definitions of mentoring and coaching. There are still schools of thought that use the terms coaching and mentoring interchangeably. Other sources switch the meaning of the two concepts, so that coaching in a particular context actually implies mentoring, and vice versa.

For the sake of clarity, we define mentoring and coaching in line with the definitions provided by the most reputable and largest coaching bodies in the world, including the International Coaching Federation and the Meta-Coaching Foundation.

Skiffington and Zeus (2000:xiii) describe **coaching** as:



A conversation, a dialogue, whereby a coach and coachee interacts in a dynamic exchange to achieve goals, enhance performance and move the coachee forward to greater success.

Hall and Duval (2003:17) describe **mentoring** as:



Involving someone (the mentor) who has particular skills, knowledge, or experience and a protégé to whom the mentor transfers the knowledge and skills.

**Coaching** can therefore be described as the process whereby a coach has a conversation with a coachee (the client), with the aim of assisting the coachee to achieve certain outcomes. The coach would mostly be asking questions and would not provide solutions or answers. The coachee would be facilitated to identify his or her own outcomes and find his or her own solutions and would therefore have a high sense of ownership and emotional investment in ensuring that the outcomes are actualised. The coach would provide a safe place for the coachee to reflect on experiences, to become aware of his or her own thoughts, feelings and behaviours and to transform beliefs and frames of mind that sabotage success and performance. A major distinguishing characteristic of coaching is that it is about helping healthy, functioning individuals to achieve their full potential and to raise their game to a new level. It is not about healing or “fixing” someone.

**Mentoring**, on the other hand, can be described as a process where a mentor, a highly skilled, experienced and knowledgeable “master”, transfers know-how, technique, solutions and skill to a relatively less experienced and skilled mentee or protégé (Clutterbuck, 2009). There is a one-to-one relationship and many of the skills of coaching are needed to optimise the process. Unlike a coach, however, the mentor advises and brings forth solutions and know-how that is applicable to the mentee’s particular situation or outcome.

In reality, most coaches or mentors must take a blended approach – a combination of coaching and mentoring – in their conversations with the client or employee. Even in pure coaching, there will be times when a coach will need to pause, make it clear that he or she is going to switch to a mentoring role, and then share a particular short-cut, competency or piece of knowledge with the client. The aim is always to add value to the client and to utilise whatever modality or technique the coach or mentor has available in the toolbox (Clutterbuck, 2009).

Read more about mentoring and coaching by accessing the articles below:



- Clutterbuck, D. 2008, What's happening in coaching and mentoring? And what is the difference between them?, *Development and Learning in Organizations* 22 (4), 8-10, <http://www.emeraldinsight.com/journals.htm?issn=1477-7282&volume=22&issue=4&articleid=1732600&show=html> (accessed 15 April 2014).
- McCarthy, G and Milner J. 2013, Managerial coaching: challenges, opportunities and training, *Journal of Management Development* 32 (7), 768-779, <file://localhost/768-779> <http://www.emeraldinsight.com/journals.htm?issn=0262-7111&volume=32&issue=7&articleid=17091955&show=html> (accessed 15 April 2014).
- Pelan, V. 2012, 'The difference between mentoring and coaching', *Talent Management Magazine*, [http://people.cpp.com/rs/cpp/images/Mentoring\\_and\\_Coaching.pdf](http://people.cpp.com/rs/cpp/images/Mentoring_and_Coaching.pdf) (accessed 11 April 2014).

## Differences Between Coaching and Other Modalities

There are many other modalities of human growth and change. These include training, consulting, psychotherapy and counselling.

Hall and Duval (2003:17-18) describe **counselling and psychotherapy** as primarily focused on problems, on what hurts, violates, and or causes a person to get stuck psychologically. The therapist is the expert who understands the pathology of certain problems: their sources, symptoms, symptomatic defences, how people are broken and dysfunctional, diagnosis of such disorders, and the therapeutic process for healing the hurts and bringing resolution to personal pain. Various regulatory boards govern the therapeutic relationship. This regulation is designed to prevent abuse or misuse of that power relationship. Therapy and counselling are required when an individual does not have the internal resources or ego-strength to deal with an issue or trauma. These forms of support assist patients who are unable to find solutions from within. Sometimes the solution may require medication to address neurological dysfunction or chemical imbalances.

**Consulting** is another intervention or modality that involves a specialist in his or her field providing a service or solution within a particular organisation or process. However, unlike in training or mentoring, there is no transfer of skills. When the consultant leaves she or he takes his or her skills and know-how with him or her.

**Training** involves the setting of fixed learning outcomes and a learning programme or process. The facilitator or tutor, through the learning experience, then facilitates learners, so that skills, knowledge and know-how are integrated. Throughout the process, and especially at the end, students are tested and evaluated against set criteria and found competent or not yet competent. Unlike with mentoring and coaching, there are fixed outcomes and criteria that are applicable to all individuals. Upon successful achievement of the outcomes and standards, students usually receive certification that is recognised by other institutions. Another feature of the typical training programme is that it takes place in groups, but mentoring and coaching is always a one-to-one engagement.

**Teaching** is the transfer of wisdom, knowledge and the shifting of paradigms. Where training has a fixed process of achieving learning outcomes, teaching takes place when a teacher communicates a particular worldview, value, principle or technique, but leaves it to the student to decide what they want to do with the knowledge, know-how, principle or technique.

**Facilitation**, also called team-coaching, focuses on the facilitation of a team or group or organisation through certain processes so that they achieve team goals and function effectively as a team.



### Task Questions

1. Think back and consider your own life journey. Identify the people who have had the biggest influence on your life – what was their preferred style of interaction: coaching, mentoring, training, facilitation, teaching, counselling or therapy or consulting?
2. In the process of your own development as a leader and a human being, which one of these modalities or disciplines has played the biggest role in changing your life? Why?

## The Importance and Benefits of Coaching and Mentoring

Coaching has several benefits for both organisations and the individuals being coached (coachees). Coaching, compared to other interventions such as training, when done effectively, can significantly increase productivity and effectiveness. The development of an individual can be radical and transformational, as the coach sometimes facilitates change at the levels of beliefs, values, meanings, worldview and paradigms about self, others and life in general. The change can therefore affect not only a particular outcome or role, but can be pervasive and powerful

Coaching facilitates the transition a present situation to a desired situation and can therefore lead to change that is cost-effective and rapid. Coaching also ensures that change is ecological and aligned with other outcomes or roles. The main problem with training programmes is that skills and knowledge are not applied in the real world. Coaching provides the mechanism for the implementation and actualisation of training outcomes.

Coaching also creates a platform where the individual can gain awareness of his or her own feelings, thoughts and behaviours. It provides a safe space where the coachee can be honest about what is really going on and reflect on the true reasons and motivations behind behaviour that sabotages his or her outcomes.

Mentoring provides a very effective vehicle for the development of less experienced and less skilled individuals. It provides huge benefits in the development and retention of talented, but inexperienced, employees and individuals. Many inexperienced individuals try to reinvent the wheel, which often becomes a costly mistake. The mentoring relationship formalises a setting in which the mentor can transfer know-how gained through years of training and experience and thereby provide the mentee with shortcuts and ways to avoid pitfalls. The mentees receive accelerated learning and can achieve mastery in the particular field in a very short time.

## Different Types and Levels of Coaching and Mentoring

There are three domains of coaching and mentoring (Hall and Duval 2004:22). Coaching domains specify the purpose of the coaching intervention. These are discussed below.

**Performance coaching** is usually a type of ground level coaching that is mostly concerned with integrating a particular skill and applying that skill in the coachee's workplace. It may also refer to the very basic processes of coaching including: eliciting of a present situation and a desired situation and practical personal project planning needed to move from the present to the desired situation.

**Transformational coaching** is a process whereby the matrix of frames, the beliefs about self, others, time, intentions and meanings are unpacked and transformed. The effect of the coaching transcends the narrow outcomes set in the beginning of the coaching conversation. The change happens on the level of identity, so that the coachee is forever changed by the time he or she has completed the coaching process. The change may affect multiple roles and areas of the coachee's life.

**Developmental coaching** focuses on the development of individuals. These coaches focus on how individuals can change their performance and behaviour towards growth.

In addition to these domains, there are also many types of coaching. The type of coaching specifies the area of speciality of the coach. We highlight just three at this stage:

**Table 1: Types of Coaching**

<b>Life coaching</b>	Life coaching is the coaching of individuals on private outcomes such as life purpose, life vision, values, life balance, stress management, time management, etc. It may include health coaching, relationship coaching, spiritual coaching and many other related types of coaching.
<b>Workplace coaching</b>	Workplace coaching is the coaching of employees to improve their performance at work or to address sabotaging behaviours that affect their relationships with colleagues and other stakeholders.
<b>Executive or leadership coaching</b>	Executive or leadership coaching is the coaching of managers to become better leaders and managers. The coachees may range from supervisors to executives. Coaching the executives of organisations obviously requires a different contextual understanding from the coach, and the type of coaching conversation will substantially deviate from those with the supervisor of front-line staff. Executive and leadership coaching often involve issues of work-life balance, stress management, relationships with stakeholders, and the performance management and motivation of staff. At executive level, there are often issues around strategy and complex decision-making that may involve systemic coaching.

(Adapted from Hall and Duval, 2004:17-18)