

The How, When, Where and Why of Coaching and Mentoring

By Chrissie Webber

The How, When, Where and Why of Coaching and Mentoring

Chrissie Webber
info@life-shapers.com

Life-Shapers.com <http://www.life-shapers.com/eNewsletter.asp>

The How, When, Where and Why of Coaching & Mentoring

Strategically planning your approach to coaching and mentoring is essential whether you are an individual or organisation. By developing a clearly focussed plan you are able to ensure the best use of the learning sessions with the most appropriate and skilled people as coaches or mentors. All too often though, the approach is an ad-hock one where people land or are thrown into the role. Often the role is not defined well enough and individuals end up in conflict or in some circumstances becoming a 'crouch' for someone with problems. Out of their depth or unaware of the boundaries required for the role they often fall into the trap of becoming the 'rescuer' which ends in tears or resentments when the help and advice goes wrong or is not accepted.

Keeping out of these negative 'games' and ensuring the appropriate use of the coaching and mentoring session is an important part of the strategic planning process. So let us define the nine very different roles of the coach and mentor.

1. Skills Coach

As this implies it is the role of this person to coach another in specific skill areas. It therefore:

-  May Be Self-Directed
-  Is A Short Term Relationship
-  Is Based On Clearly Defined Skill Issue
-  Requires Strong Observation And Communication Skills
-  Requires A Coach Who May Not Have Significant Experience In Management

Historically it is a role that anyone at any level takes onboard or is given responsibility for. Whilst this offers cost effective training it can have its disadvantages where the coach is not skilled in questioning and reviewing techniques and especially where skills have been passed down incorrectly due to poor initial training.

2. Corrective Coach

This form of coaching is used as part of the either the:

- delegation process
- or disciplinary process

Used well and effectively it provides a means of learning that clearly defines the skills and behavioural boundaries required for the job. It therefore:

-  Is Management Directed
-  Is A Short Term Relationship

-  Is Based On Clearly Defined Skill Or Behavioural Issues
-  Requires Strong Observation And Communication Skills
-  Requires A Coach With Management Responsibility

3. Development Coach

In organisations where they have self managed learning centres with computer and Internet based learning packages the role of Development Coach greatly assists in the transfer of skills into the workplace. Strategically planned and managed using people who may not necessarily be the coachees line manager clear learning objectives are regularly set and evaluated. It therefore:

-  Is Management And Self Directed
-  Is A Long Term Relationship
-  Is Based On Clearly Defined Personal Development Plans (PDPs)
-  Requires Strong Observation, Evaluation And Communication Skills
-  Requires A Coach With Management Responsibility

The following URL illustrates how Coaching can impact positively on the bottom line

<http://www.tobincls.com/mentor.htm>

4. Team Coach

The Team Coach requires a level of Intuitive Leadership. That is a high degree of self-awareness, a value of others and an ability to motivate people. It therefore:

-  Is Management Directed
-  Is A Long Term Relationship
-  Is Based On Clearly Understanding Of Behavioural Issues
-  Requires Strong Observation, Motivation And Communication Skills
-  Requires A Coach With Management Responsibility Or An External Coach

5. Executive Coach or Mentor

This is a role undertaken by either an internal member of staff (i.e. Personnel Manager) or by an external Coach/Mentor. Acting as a confidant the coach assists the senior manager to identify new ways of dealing with issues, situations and people that will enhance relationships, productivity and business growth. It therefore:

-  Is A Short Or Long Term Relationship
-  Is Based On Clearly Defined Skill Or Behavioural Issue
-  Requires Strong Knowledge Of Behavioural Issues And How To Manage Them
-  Requires Strong Observation And Communication Skills
-  Requires A Coach Who May Not Have Significant Experience In Management

The following URL illustrates recent research on how executive Coaching can impact on productivity.

<http://www.coachcentral.info/executivecoachingarticle.htm>

6. Life Coach

A Life Coach is a person who works with individuals who wish to develop their self- awareness and enhance their working and personal relationships. This work is often undertaken within organisations though individuals may also use a Life Coach on a personal basis. It is therefore:

-  Short Or Long Term Relationship
-  Based On Clearly Defined Behavioural Issue
-  Requires Strong Behavioural Psychology Skills
-  Requires Strong Observation And Communication Skills
-  Requires A Coach Who May Not Have Significant Experience In Management

The following website reflects on how Life Coaching has made a difference to some people's lives.

<http://www.coachcentral.info/globearticle.htm>

7. Career Coach

This type of coaching can be undertaken internally by managers as part of the career progression process or through external coaches. The ability to question and offer suggestions rather than direct advice is important in this role. It therefore:

-  Is A Short Or Long Term Relationship
-  Is Based On Questioning Techniques That Open Up New Choices For Change
-  Requires Strong Listening Skills
-  Requires Strong Observation And Communication Skills
-  Requires A Coach Who May Not Have Significant Experience In Management

The following website article distinguishes the confusion between organisation coaching and mentoring

<http://www.tobincls.com/mentor.htm>

8. Elder States-person Mentor

A senior member of staff usually undertakes this role. This form of Mentoring works best when the Mentee chooses the Mentor as it reduces the problems of jealousy and favouritism. It also works well between two people who do not necessarily work together. It therefore:

-  Works Well When Self-Directed From The Mentee
-  Gives Benefit Of Their Experience
-  Acts As Role Model
-  Requires Good Listening Skills
-  Requires An Ability To Withhold Judgement And Advice Until Needed
-  Requires The Mentor To Be Well Networked & Able To Introduce New Information & Influence

9. Reflective Mentor

This type of Mentor is usually brought into an organisation because of their high level of skills in behaviour and change management. As part of the change process they can be most effective in assisting managers in successfully moving through change by managing situations and behaviours differently. It therefore:

-  Requires A Mentor With Good Behavioural Psychology Skills
-  Helps The Mentee Use Current Issues To Examine Recurrent Patterns Of Thinking & Behaviour
-  Helps The Mentee Build Their Own Insight And Self Awareness
-  Stimulates The Mentee To Take Control Of Issues S/He Is Avoiding
-  Constructively Challenges The Mentee
-  Helps The Mentee To Become An Effective Mentor

All Coaches and Mentors facilitate a positive skills or behaviour change process through the use of their appropriate skills for the role. More effective than other forms of training it assists individuals in creating and actioning choices for change of thoughts, feelings, behaviours and skills. By strategically developing this one-to-one process up to 60% more learning is transferred to the workplace.

Chrissie Webber

Life-Shapers

e - info@life-shapers.com

w - <http://www.life-shapers.com/enewsletter.asp>

[Get-Articles.com : 1000's of reprintable business and internet marketing-related articles.](#)

[Submit your article for reprint.](#)