GRACE MCCARTHY

COACHING AND MENTORING FOR BUSINESS

COMPANION WEBSITE

COACHING AND MENTORING FOR BUSINESS

To Tim, Fiona and Seán for their love, for the wonderful times we spend together, for listening and asking great questions.

Grace McCarthy

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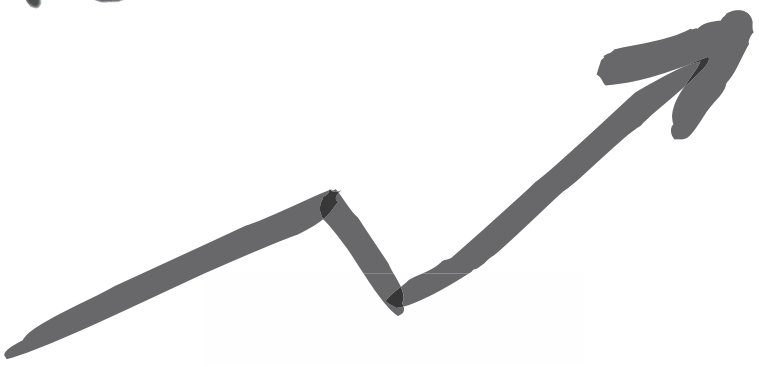

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ABOUT THE AUTHOR

Dr Grace McCarthy is Associate Dean (Education) in the Faculty of Business, University of Wollongong, New South Wales, Australia. Following many years in industry, Grace now specialises in coaching, mentoring and education. Grace developed the Master of Business Coaching at the University of Wollongong, combining inputs from industry with academic research and the requirements of professional associations. Launched in 2008, the course attracts experienced internal and external coaches, human resource and other professionals from around Australia, each passionate about coaching and seeking to enhance their skills and understand the theoretical underpinnings of their practice. Grace is on the Editorial Board of the *International Journal of Evidence-Based Coaching and Mentoring* and reviews for this and other journals and conferences. In 2012, Grace was awarded an Australian Government Office of Learning and Teaching citation for 'Using a coaching approach to inspire a love of learning among students and colleagues'.

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ABOUT THE COMPANION WEBSITE

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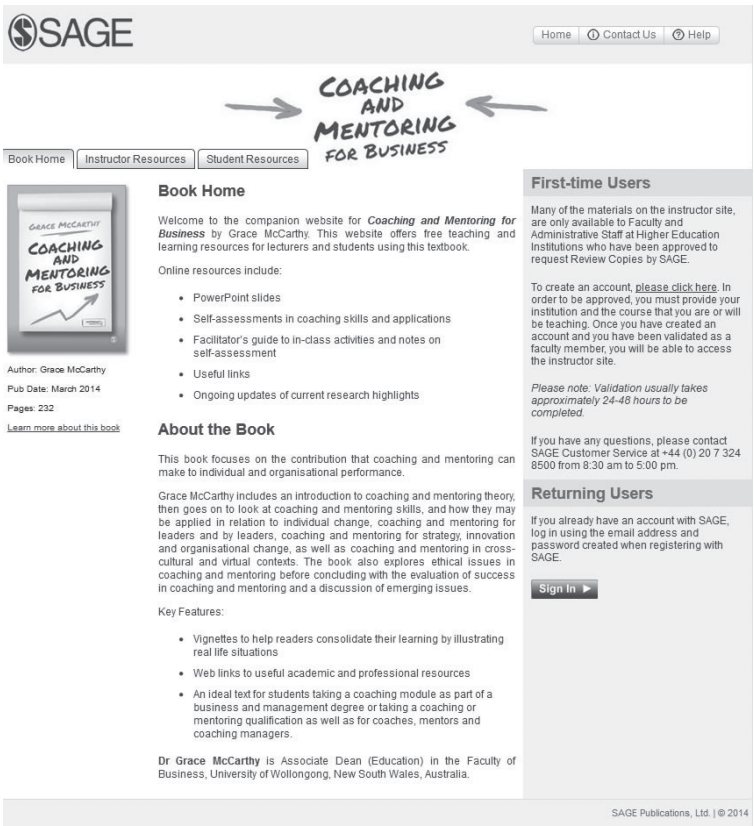

1

INTRODUCTION

Introduction

In today's business world, faced with the challenges of globalisation and the opportunities afforded by information and communication technology, there is an urgent need for organisations to be flexible, innovative and sustainable. To implement well-designed strategies and to cope with constant change require an engaged workforce, committed to the organisation for which they work. Coaching and mentoring offer practical ways to inspire employees to achieve both their personal goals and the goals of their organisations.

Research supports the effectiveness of coaching and mentoring in a wide range of contexts. Coaching and mentoring lead to improved performance and productivity, goal attainment, smoother transitions for new or recently promoted employees, gains in employee engagement and high returns on investment (Leimon et al. 2005; Parker-Wilkins 2006; Catling 2008; Grant et al. 2009; McCarthy and Milner 2013). Coaching and mentoring help clients to learn, to transfer their learning to the workplace, and to sustain changed behaviour (Olivero et al. 1997; Alred and Garvey 2000; Spencer 2011). A recent survey placed coaching and mentoring among the most effective talent management activities, with both coaching and mentoring increasingly integrated with organisational development and performance management activities to drive organisational change (CIPD 2012). These findings mirror those of a range of international reports. In the US, a report by the American Management Association (AMA 2008) identified a range of benefits relating to leadership development, individual and organisational performance improvements, addressing workplace problems and improving recruitment and retention, while a European report (EFMD 2009) also found improved performance and motivation.

Given these benefits, it is not surprising that many organisations are keen to implement coaching and mentoring, whether as interventions with individuals, as a program across all or parts of an organisation, or as a leadership style and way of working within an organisation. Even where organisations do not implement a specific program, many individual managers are keen to develop their coaching and mentoring skills. However, there continues to be confusion about the nature of coaching and mentoring, neither of which is subject to regulation. Many practitioners are self-taught or have only attended short training programs (McCarthy and Ahrens 2012).

The intention of this book is to focus on applications of coaching and mentoring in business, drawing on a rapidly increasing evidence base, and integrating coaching and mentoring theory and practice with business practices such as strategy, innovation and change management. Both coaching and mentoring are seen here as collaborative processes, in which one person works with others through dialogue to help them to enhance their self-awareness, to grow, to improve their performance, and to understand whether and how their personal goals and values align with those of the organisation for which they work. In coaching and mentoring for business, the focus is not only on the individual but also on the achievement of business objectives.

In this book, the term 'coach mentor' is used where the concept being discussed is common to both coaching and mentoring. Where the discussion relates to differences or specific research relating to one or the other, 'coach' or 'mentor' is used. 'Coachee' is a person being coached and a 'mentee' is a person being mentored. The term 'client' refers to any person being helped through coaching or mentoring, whether that person is within the same organisation or in a different organisation. 'Employee' is a person being coached or mentored by their manager.

This chapter explores similarities and differences between coaching and mentoring; summarises the commonly used purposes for coaching and mentoring; and looks at differences between internal and external forms of coaching and mentoring. It concludes with an outline of the organisation of the book.

Similarities and differences between coaching and mentoring

The terms 'coaching' and 'mentoring' are often used interchangeably (Hamlin and Sage 2011). Gray et al. (2011) confirmed previous research showing that coaching and mentoring are broadly similar. Although researchers and practitioners argue about distinctions in both purpose and application, coaching and mentoring use many of the same skills and are often used in similar contexts, overlapping in their shared purpose of development and/or performance improvement, achieved through dialogue in a trusting, collaborative relationship. Both coaching and mentoring are based on the fundamental belief that people can change, and that people make the best choices available to them (Connor and Pokora 2012). Eby and Lockwood (2005) reported that formal mentors provided coaching, advice, and help with career planning, but did not find evidence of the deep and long-lasting relationship characteristic of informal mentoring (Kram 1985). This suggests that formal mentoring and coaching may be more alike than formal and informal mentoring.

Common skills

Skills used by both coaches and mentors include listening, questioning, goal setting and feedback. Coach mentors establish a positive relationship to create an environment in which coaching or mentoring conversations can succeed. Success in coaching and mentoring is discussed in Chapter 12. Active listening is used by both coaches and

mentors. Questions may be used by both coaches and mentors to clarify, challenge or re-frame. Feedback is often used by both coach and mentor to heighten the client's self-awareness. Skills are discussed in more detail in Chapter 3.

Differences

Despite the similarities, there are also differences. Gray et al. (2011) found that role modelling and career counselling were more important in mentoring, while business knowledge was more important in coaching. Some differences may only be seen in the case of some coaches or mentors, not all. For example, some mentors spend more time talking and share more of their own experience and knowledge than coaches. On the other hand, some coaches also share knowledge (Cavanagh and Grant 2010). Mentors may focus less than coaches on feedback for performance enhancement and more on development, but this again varies with individual coaches and mentors.

Directive versus non-directive

Whether mentoring is more or less directive than coaching is debatable. Directive versus non-directive form a continuum rather than a pair of polar opposites (Clutterbuck 2008). The purpose of the conversation and the needs of the client alter how directive the coach mentor is. For example, if a mentor is advising a protégé on how to progress within their organisation or if a coaching manager is sharing organisational goals, both coach and mentor may act more at the directive end of the spectrum. On the other hand, if a mentor is helping someone become aware of a wide range of options open to them or if a coach is helping someone identify options to address a work-related issue, the coach mentor is likely to be less directive. Authors such as Clutterbuck (2008) have drawn back from the strict non-directive approach advocated in earlier coaching literature. For example, Cunningham (2008) suggests that being totally non-directive can waste a client's time, if, for example, the coach is aware that relevant best practice has been identified elsewhere and could help the client if the information were shared with them. It is up to the client to decide whether to adapt and adopt the practice in his/her context. Coaching managers alternate between coaching and mentoring, and between being non-directive and directive in the same conversation, as shown in Vignette 1.1.

Vignette 1.1 He won't take advice

'David just won't take advice', complained David's manager Leo, to his own manager Tom.
'Oh', said Tom, 'what's the problem?'
'He never tells me he has a problem until he has to'.
'And what impact does that have?

(Continued)

(Continued)

'Mostly it's okay because he has it sorted by the time he tells me, but I feel like I'm not in control, when he tells me afterwards'.
'So you trust him to get things sorted, you just want to know about it sooner?'
'Yeah, I suppose that's what it's really about, it's my department and I should know what's happening.'
'And what have you tried to do about it?'
'The last time it happened, I lost my temper, and I don't want that to happen again.'
'Have you any other ideas about how to tackle it?'
'No, I don't know what else to try.'
'And what do you want me to do about it?'
'I don't know', said Leo. 'Maybe he'll listen to you.'
'Maybe we can try something else first', said Tom. 'Would you like my advice on something to try?'
'I can't very well say no, can I,' said Leo with a wry smile, 'not when I'm complaining about someone not taking my advice.'
'Well, how about you and David sit down and share how you both see the process of problem resolution working, and explore options for how you would both like it to work? That way instead of me or you telling him what to do, you come up with something together. How does that sound?'
'It's worth a shot, I guess', said Leo.
'Oh, and I've got a project I'd like the two of you to work on together, so when you and David have had your chat, come to see me together and I'll tell you more.'

In Vignette 1.1, Tom begins with a non-directive approach, asking about the issue, checking he has understood correctly, and asking about Leo's ideas. When it becomes clear that Leo is at a loss, Tom offers advice, after checking that Leo is willing to receive it. He finishes up in directive mode, noting that he has a project for Leo and David to work on together.

Purposes of coaching and mentoring

Awareness

A common purpose of coaching and mentoring is to help clients develop insights and self-awareness, and to understand the impact of their behaviour on others. This is a vital first step. It may be a reaction to a 360° or other form of appraisal or feedback or a proactive step to help employees at any level of an organisation to develop and enhance their performance. Only when clients accept and are willing to learn

from feedback, will they choose to consider how to address either the perception, or the behaviour prompting the perception, or both. Whereas previous applications of coaching were often remedial in nature, aiming to 'fix problem employees', applications of both coaching and mentoring are now more likely to be focused on enhancing good performance, just as star athletes continue to receive coaching to help them understand how to improve their performance (Coutu and Kauffman 2009).

Options and consequences

A further purpose of coaching and mentoring is to help people identify options and understand the consequences of their decisions so that they make an informed choice and commit to it. A thinking partner (Kline 1999): helps articulate and clarify our thoughts; prompts us to think broadly when we restrict our options unnecessarily, ignore other perspectives or possible consequences; and challenges us, if we choose options to which we are not fully committed. For example, if a client is offered a new job, a coach mentor helps explore the options of choosing the new job or staying with their existing job, thinking through the consequences of both options from a variety of perspectives. Few of us have such accurate self-awareness that we do not benefit from a mentor acting as critical friend who challenges assumptions, tests the logic of decisions and prompts us to question our own behaviour and motivation (Clutterbuck and Megginson 1999; Garvey 2004). This is very different from the role of a consultant, who recommends solutions, or a therapist helping someone understand problems whose roots may lie in the past.

Goal setting

Another purpose of coaching and mentoring is to help with goal setting. While not all coaching and mentoring sessions are concerned with goal setting, there is considerable evidence to support the positive impact of goals, if set appropriately and at the right time, as discussed in Chapter 3. A mentor often has more freedom than a coach in exploring possibilities, depending on the nature of the contract with the sponsoring organisation. However, even where confined to a focus on organisational goals, coach mentors still help clients to articulate their personal values and understand whether and how their goals and the organisation's goals align. Without such alignment, the client's well-being will suffer and their engagement and productivity will decline (Rostron 2009). Alred and Garvey argue in favour of using mentoring '*to facilitate and accelerate movement towards achieving the organisation's vision and goals*' (2000: 270). If the individual's own goals are in conflict with those of their organisation, a positive outcome of coaching or mentoring might be for the person to find another organisation with which they feel more aligned.

Tacit knowledge and learning

Coaching and mentoring help make tacit knowledge explicit, encouraging the client to articulate ideas, assumptions, and practices which they have previously taken for

granted – a knowledge engineering role, as described by Nonaka (1991). Mentoring has been described as a form of passing on organisational knowledge – ensuring valuable knowledge is not lost when the mentor leaves (Geisler 2007). Indeed, Swap et al. (2001) say that mentoring and storytelling do more than any other mechanism to promote the transfer of tacit knowledge within organisations. When people join an organisation, coaching and mentoring help them understand how to get things done in their new organisation (Barnes et al. 1989, Berman and Bradt 2006).

Coaching and mentoring also help with the application of what has been learned in training. The sustained application of learning in the workplace requires persistence and effort. A mentor, according to Alred and Garvey, can help the mentee '*discover the motivation to discard old habits, practices and attitudes*' and offers '*support and encouragement as the mentee grapples with their new understanding*' (2000: 270). The increase in the application of what was learned in training can be dramatic. Olivero et al. (1997) for example, found an 88% improvement in productivity when coaching was combined with training, compared with a 22% increase when training was used on its own.

It is important to be clear on the purpose of coaching and mentoring so that the effectiveness of coaching or mentoring can be assessed in relation to its purpose, rather than by some generic calculation of 'Return on Investment' as will be explored in Chapter 12.

Internal and external coaching and mentoring

Coaches

Coaching and mentoring can be carried out by people internal or external to an organisation. There are advantages and disadvantages to both. Compared to an internal coach, an external coach offers relative independence, although as he or she is being paid by the organisation, the focus of the conversation will relate to whatever has been contractually agreed with the organisation, and is not a totally free-ranging discussion of whatever the client may find of benefit or interest. In fact, Garvey warns that because the coach holds delegated organisational power, '*deep and meaningful conversations may not occur in this context*' (Garvey 2004: 7).

An internal coach may have a long-standing relationship of mutual trust and respect, providing a solid foundation for a coaching interaction. Internal coaches may either have full- or part-time roles, e.g. in Human Resource Development, providing coaching to employees with whom they do not have a line management relationship. The internal coach understands the organisation and the industry, which may be an advantage in terms of credibility. However, such familiarity should not lead them to jump to solutions based on previous experience. A European report (EFMD 2009) notes a sizeable shift towards the use of internal resources, both in the form of internal coaches and coaching managers. On the other hand, the fact that external coaches are independent of the organisation may lead to them being seen as more trustworthy than an internal person. In many organisations, external coaches are used for executives and for sensitive areas, while internal coaches are used with managers and other employees (AMA 2008).

Mentors

Internal mentors are common in large organisations where they help an employee take responsibility for their own development, and help them progress in their careers, opening doors and introducing them to new contacts and networks. This sponsorship mentoring approach is particularly common in North America (Clutterbuck 2008). Alternatively, a mentor's focus may be more on the development of employees, exploring with them their goals, dreams or ambitions and ways to achieve them, such as undertaking a range of learning and development activities – a form of mentoring common in Europe and becoming more common in North America. It is rare for a line manager to be formally appointed as a mentor. However, a line manager will often act as mentor in terms of an employee's career progression. Unfortunately, line management responsibilities take precedence over mentoring and so the employee may not get the full benefit of mentoring from their line manager, in particular in relation to the psycho-social aspects of mentoring (Garvey 2010).

An external mentor performs the same functions as an internal mentor but may also help the client develop external rather than internal networks. Small companies may not have enough people to mentor new or junior employees or may want to provide mentors as sounding boards for their CEO or senior managers. In large companies, external mentors may be offered to high-fliers to accelerate their growth and development. Some universities now also train community members and alumni to provide mentoring to current students or participants in leadership development programs. Such mentoring is generally unpaid but the mentors benefit from the training and support they receive, which they can then use in their own organisations.

Coaching managers

A coaching manager uses many of the skills of the coach mentor in the way they engage with their employees: listening to them; asking questions to prompt their employees to think rather than providing answers; providing constructive feedback; and helping their employees to develop and improve performance. As discussed further in Chapter 6, coaching managers also face a number of challenges, but the rewards are considerable, especially where a coaching approach is deployed consistently throughout an organisation. Table 1.1 summarises some of the dimensions which may vary between external and internal coach mentors and coaching managers.

Where the coach mentor is external, both parties need to get to know each other and agree that there is a good fit. The first meeting may be enough to put the relationship on a good footing. However, if a coach or mentor is assigned by the organisation with no choice on the part of the individual client, or with the individual client not seeing any value in taking part in the process, or indeed if managers are required to adopt a coaching approach rather than choosing to do so, then the relationship may not be successful. Where both coach mentor and employee are in the same organisation, they will probably already have a relationship. If this is not a good relationship, it will be difficult for coaching or mentoring to succeed, as coaching and mentoring rely on what Rogers (1957) termed 'unconditional positive regard'. Even where there is a good relationship, both parties, as well as the Human Resources (HR) manager or coaching sponsor, need to address in advance such issues as what to do if a problem arises, and where the interests of

the organisations are in conflict with the interests of the individual (Connor and Pokora 2012). Such dilemmas are discussed further in Chapter 11.

Table 1.1 External and internal coach mentors and coaching managers

	External	Internal	Coaching Manager
Independence	Independent of organisation	Independent of line management	Not independent
Familiarity with organisation	Unfamiliar. May be familiar with industry	Familiar with organisation and industry	Familiar with organisation and industry
Credibility	Needs to develop	Has credibility within organisation	Has credibility with own team
Rapport	Needs to develop	May need to develop with individuals	Has rapport with own team
Trust	Needs to develop – independence may be seen as trustworthy	May need to develop with individuals	Trusted by own team
Ethical issues	Confidentiality between organisations	Confidentiality within organisation	Dual role and confidentiality within organisation
Cost	Fees vary	Less by hour than external coach mentor	No additional cost
Feedback	Based on third party assessments and/or brief snapshots	Based on third party assessments and/or brief snapshots and/or additional sources of internal feedback	Has ongoing opportunity to observe and give feedback
Development	Identifies external possibilities	Identifies internal possibilities	Identifies internal possibilities
Networks	Helps develop external networks	Helps develop internal networks	Helps develop internal networks
Power	Has no power over client	Has no power over employee	Has power to fire someone or withhold training and development opportunities
Reward	Does not provide rewards or negative consequences	Does not provide reward or negative consequences	May affect recognition and reward

Organisation of this book

The book begins with an overview of coaching and mentoring theory and practice. Chapter 1 introduces coaching and mentoring in an organisational context. Chapter 2

examines the coaching and mentoring process and theories with particular relevance to business are discussed. Chapter 3 considers skills common to both coaching and mentoring in a business context, in particular, observation, listening, questioning, goal setting and feedback.

The next part of the book looks at applications of coaching and mentoring with individuals in organisations. Chapter 4 explores how coaching and mentoring relates to individual change. Chapter 5 focuses on coaching and mentoring for leaders, while Chapter 6 refers to coaching and mentoring by leaders, including coaching of their teams.

Next, the book discusses applications of coaching and mentoring for business. Chapter 7 discusses coaching and mentoring for strategy development and implementation. Chapter 8 considers how coaching and mentoring can be used to foster innovation in organisations, while Chapter 9 looks at how coaching and mentoring support organisational change.

Finally, the book explores challenges in coaching and mentoring. Chapter 10 examines cross-cultural coaching and mentoring, and coaching and mentoring at a distance. Chapter 11 focuses on ethical issues in coaching and mentoring. Chapter 12 concludes with a discussion of critical success factors in coaching and mentoring, ways of evaluating success, and briefly considers developments in coaching and mentoring.

Some readers may choose to go directly to chapters which they find of particular interest, while others may prefer to work through the book chapter by chapter.

Each chapter includes links to online resources. As online resources sometimes change their addresses, if a link no longer works, you may be able to find its new location by searching for the organisation name. Whether a resource specifically targets coaches or mentors, or both, the sites are likely to be of use to both.

Useful links

This chapter highlights organisations which promote good practice in coaching and mentoring.

Association for Coaching – http://www.associationforcoaching.com/pages/home

UK-based organisation with its own accreditation system and resources for coaching.

European Mentoring and Coaching Council – http://www.emccouncil.org/

European association for coaches and mentors with its own accreditation system and resources.

International Coach Federation (ICF) – http://www.coachfederation.org/

Organisation founded in US, now accrediting coaches worldwide.

International Institute of Coaching (IIC) – http://internationalinstituteofcoaching.org/

Originally European, now international, offers its own accreditation system.

International Mentoring Association – http://mentoring-association.org/

Originally US, now international. Focus on mentoring.

Worldwide Association of Business Coaches – http://www.wabccoaches.com/

Founded in the US, focused on internal and external coaches in an organisational context. Has its own accreditation system.

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2

COACHING AND MENTORING THEORY AND MODELS

Introduction

There are many approaches to coaching and mentoring, some of which have come from psychology and psychotherapy, while others have evolved from education, human potential, sociology, philosophy and sport. Regardless of their origin, all coaching shares a common theoretical underpinning in adult learning, according to Cox et al. (2010) and Lennard (2010). The same can be said of mentoring (Zachary 2011). When people change in some way, it is because of something they have learned. This could be, for example, something about themselves and their impact on others, a better appreciation of what is needed to succeed in their organisations, or a way to dispute negative thoughts. Adult learning shares common principles with coaching and mentoring. Adults are internally motivated and self-directed. They learn best when their learning is at the right time, is relevant and addresses a need they have identified (Knowles, Holton III et al. 2005). The same is true of coaching and mentoring. If someone is forced to participate in coaching or mentoring, they do not get the same benefit as if they have acknowledged the need themselves, see it as relevant and are self-motivated.

Adults learn through experience and make sense of their experience through reflection (Schöen 1983; Kolb 1984). Learning is transformative when people's long-held beliefs are challenged and, through reflection, they arrive at a new understanding, which impacts their behaviour (Mezirow 1990; Mezirow 1991). The type of disorientating dilemma which Mezirow describes as leading to transformation is often experienced by clients when feedback from others differs greatly from their self-perception. An understanding of adult learning theory helps coach mentors to understand the motivation and learning preferences of their clients.

Despite its long history, much of what is known about mentoring is still '*anecdotal, prescriptive, and based on "best practice opinion"*', according to Hamlin and Sage (2011: 755). There are also continuing calls for more research into coaching, e.g. Joo, Sushko et al. (2012) and McGurk (2012). A number of journals dedicated to coaching and mentoring have appeared such as the *International Journal of Evidence-Based Coaching and Mentoring*, and *Coaching: An International Journal of Theory, Research and Practice*. Coaching and mentoring

research appears in a wide range of journals, particularly those focusing on management, human resource development, training, psychology and education. Part of the challenge for coach mentors and coaching managers is simply to locate the research that exists so that they can ensure their practice is evidence-based and effective. Practitioners too can contribute to the growing research base (McCarthy 2011b).

This chapter outlines some key themes emerging from coaching and mentoring research, focusing on the mentoring and coaching relationship and process, before highlighting a range of models. It then summarises different approaches.

Mentoring and coaching theory

Mentoring

Mentoring has a longer history than coaching, with many authors citing the origin of the word as the character Mentor who advised Telemachus, son of Odysseus in ancient Greece, with the legend stating that the goddess Athena disguised herself as Mentor when visiting Telemachus (Barry 2012). The story became popular in the 17th century through the writings of French philosopher Fénélon, who highlighted the opportunity of learning through observing the ways of the world and discussing with a 'mentor'. However, the notion that leaders could be developed if guided in this way was in opposition to the then prevailing notion of the divine right of kings to rule, leading to Fénélon being banished from the court (Garvey, Stokes et al. 2009).

Barnes, Mendleson et al. (1989) identify mentoring as a helping relationship citing two categorisations – Egan (1975) and Carkhuff (1971). Egan's dimensions are listening, empathy, focusing, challenging, and developing preferred scenarios and action, while Carkhuff lists the helping dimensions as empathy, respect, concreteness, genuineness, initiation, confrontation and immediacy. These categorisations, particularly Egan's, have been applied in coaching as well as to mentoring (Connor and Pokora 2012). Bokeno (Bokeno 2007; Bokeno 2009) categorises both coaching and mentoring as 'learning relationships', i.e. the focus is less on helping people cope with difficulty and more about helping them to learn and grow.

Based on its purpose, there are two broad approaches to mentoring: developmental mentoring which aims to help mentees develop their quality of thinking and help themselves, and sponsorship mentoring which aims to help mentees succeed in their organisation (Bokeno 2007; Clutterbuck 2008; Emelo 2011). A shift in the purpose of mentoring from career advancement towards learning and gaining insight is identified by Zachary (2011) who also identifies a shift from mentor directed to self-directed, with the mentor now seen as a facilitator of learning. Bokeno (2009) describes a split between developmental and relationship mentoring, with the latter focused on helping the mentee develop productive relationships. This shift is also noted by Kram and Higgins (2008) and Chandler, Kram et al. (2011). Haggard, Dougherty et al. (2011) argue that while the focus of mentoring research has shifted over the years, and definitions vary, nevertheless there are some core attributes of mentoring, viz. reciprocity, developmental benefits and regular interaction over time. Zachary (2011) includes learning, development, and mutually defined goals along with reciprocity, relationship, collaboration and partnership in what he describes as the seven critical elements of the learning-centred paradigm.

While reciprocity is not often included in coaching theory, coaching is often described as a helping relationship based on a collaborative approach. Rostron (2009) argues in favour of an assumption of equality in the relationship, with both parties bringing experience, expertise and wisdom, although if both parties benefit equally, one might query why only one party gets paid. However, others see issues of power in all coaching and mentoring relationships, particularly in internal relationships. Welman and Bachkirova (2010) argue that awareness and consent are the two dimensions which most affect whether power is exercised as 'forceful influence' or 'imposition of will'. If the coach mentor is a line manager or a HR manager with the authority to affect the employee's progression or rewards, the coach mentor needs to be particularly careful not to force a client '*to do or be something that is not "them"*' (Hawkins and Smith 2006: 6).

Coaching and mentoring process

Both coaching and mentoring involve a dialogue aimed at helping someone to come to a realisation or a decision about something they may have previously been unaware of, and now wish to change or achieve. The coach mentor listens to the client think out loud, prompts with questions to encourage clarity of thinking, and possibly offers feedback to increase self-awareness. The process includes goal setting if the client decides that they want to set a goal. The coaching process, especially where an organisation is paying for an external coach, is usually shorter term than mentoring, with contracts specifying the number of sessions over a period of months, while mentoring relationships may last for years (CIPD 2011). Coaching managers usually coach their employees on a long-term basis.

Mentoring process

Although the purpose of mentoring varies, the process typically comprises a senior person listening to and advising a junior person in the same or a different organisation. In analysing the process, Kram (1985) distinguished four phases: initiation, cultivation, separation and redefinition. In the initiation phase, mentor and client get to know each other and understand what to expect from each other. In the cultivation stage, the mentor provides support over a period of years, both in terms of career advice and in helping the mentee's personal growth and development. In the separation stage, the mentee becomes more independent, while in the final stage of re-definition, the relationship is reviewed and may evolve into peer support or friendship. The mentoring process is seen as a long-term process, which may not have a definite goal in the early stages, but relies on an understanding that the mentor is there to help the client, whatever this may entail.

Zachary (2011) describes the four stages of the mentoring process as: preparation, negotiation, enabling and closing. He sees goal setting as an essential part of successful mentoring, with goals agreed in the negotiation phase and reviewed in the closing phase. A different model is proposed by Bell and Goldsmith (2013) who use SAGE as their acronym: Surrender (eliminating the power imbalance from the relationship); Accept (creating a safe environment for growth); Gift (advice, feedback or focus, only given after surrendering and accepting); and Extending (enabling the mentee to be a self-directed learner).

Coaching process

Leimon, Moscovici et al. (2005) describe the coaching process as building the relationship, drawing the picture, achieving change, motivating for results and concluding the relationship. The phases of the coaching process have also been identified as a series of checks: an alliance check which defines what will be addressed in coaching; a credibility check of the coach; a likeability check for compatibility between coach and client; a dialogue and skill acquisition stage; and a final action planning stage (Natale and Diamante 2005). Outcomes of the coaching and mentoring process are illustrated in Figure 2.1.

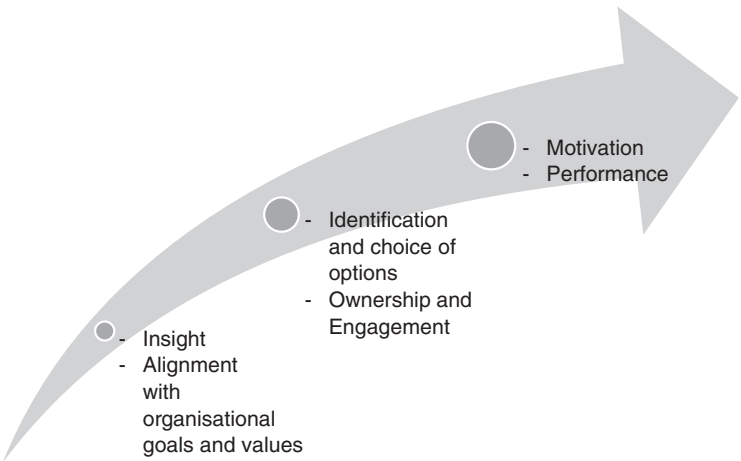

Figure 2.1 Outcomes of coaching and mentoring

Coaching and mentoring relationship

The coaching and mentoring relationship is crucial for both coach mentor and client. Perceived quality of relationship has a strong effect on commitment and taking action based on the advice of the mentor (Son and Kim 2013). The relationship is the most important factor in coaching, according to Bluckert (2005). Similarly Critchley says that:

> *Of all the variables having an effect on outcome, by far the largest impact comes from the relationship itself rather than from any particular method or technique.* (Critchley 2010: 853)

De Haan (2008) states categorically that the coach's approach or techniques make little difference to the clients; it is the relationship which is the greatest predictor of the outcome of coaching. In other words, clients report better outcomes when they see their coach positively. Leimon, Moscovici et al. (2005) also suggest that the perceived attitudes and feelings of the coach have a greater effect on the effectiveness of coaching than the approaches or techniques used by the coach. This is comforting for the new coach mentor, helping him/her to relax rather than worry about skill or technique. Perhaps in relaxing, the coach mentor is be able to be more present and hence more effective in working with the client, thereby making the statement true!

What is needed for the relationship to work? A number of features are commonly suggested, including chemistry between the two parties and willingness to work together. Bluckert (2005) advocates empathy, positive attitude and respect as the basis for the coaching relationship. Advances in understanding emotional intelligence over the past 20 years, e.g. Goleman (1998), Nelis, Quoidbach et al. (2009), show that people can enhance their emotional intelligence, so that they naturally display empathy. Megginson and Clutterbuck (2005) suggest that one way to build rapport is to exchange information on what each person feels passionate about, with the coach mentor modelling attentive listening and self-disclosure. This must be done in a natural way, as the coach mentor must be authentic for the relationship to work. Our body language confirms to the person being listened to that we are there for them. Informal questions and humour may help establish mutual interest, thus contributing to shared bonds (Biswas-Diener 2009). However, this is culturally contingent. In Germany, for example, the relationship is based on respect for the other's professional expertise, and little time is spent on small talk.

Mirroring

People are more likely to listen and accept feedback from coach mentors with whom they have rapport. Coach mentors sometimes try to consciously demonstrate empathy by mirroring the body language of their clients. However, this can lead to loss of trust if the client notices the mirroring and believes it is deliberate or insincere. On the other hand, if the mirroring happens naturally and is perceived as such by the client or not noticed consciously by the client, it may help build rapport. The verbal equivalent is using similar metaphors or figures of speech which indicate that we are 'on the same wavelength' as the other person. Metaphors are discussed further in Chapter 3.

Trust

For both internal and external coaching and mentoring relationships, trust is vital. Son and Kim (2013) found that trust strongly influenced relationships between mentors and their clients, with clients more willing to take the advice of mentors where trust was in place. Morgan, Harkins et al. claim that '*The more trust the coach can generate, the more the coachee can achieve*' (2005: 48). They suggest that coaches build trust through their own self-awareness, empathy, and ability to receive as well as give, and through maintaining strict confidentiality. Bluckert (2005) suggests that the two most important dimensions of trust for coaches are integrity and competence. O'Broin and Palmer (2010) found wide support in the coaching and coaching psychology literature for the importance of trust in coaching. Ladyshewsky (2010) reiterates this in the context of the coaching manager.

A sense of shared values between coach mentor and client is also important. It would be difficult for a coach mentor who values integrity and honesty to mentor a client toward becoming a master criminal. Mertel (2010) advocates that coaches assess their own values so they can hone their effectiveness at identifying their clients' values.

Son and Kim (2013) warn that a client may be reluctant to disagree with a mentor or may feel obliged to follow the mentor's advice, even if they disagree with it, if the mentor is of a higher status than the client. While their study was conducted in Korea, similar