



Organizational Behaviour

Elixir Org. Behaviour 73 (2014) 25993-25997

Elixir
ISSN: 2229-712X

Mentoring and coaching for employee development

Vinay Chaitanya Ganta¹, G. Vijayakrishna² and N. Kishore Babu³

¹Department of Commerce and Management Studies, Andhra University, Risali.

²Institute of Business Management, Institute of Hotel Management, Visakhapatnam – 530016.

³Department of Commerce and Management Studies, Andhra university, Visakhapatnam .

ARTICLE INFO

Article history:

Received: 9 April 2014;

Received in revised form:

20 July 2014;

Accepted: 29 July 2014;

Keywords

Mentoring and Coaching,
Employee Development,
Performance Goal orientation,
Increasing the Productivity.

ABSTRACT

Mentoring is a relationship between an experienced person and a less experienced person for the purpose of helping the one with less experience. The mentee seeks the advice and support of the more experienced person. Coaching is the way in which people with vast experience help those in the same job or field of endeavor who have less experience. Coaching usually deals with specific skills and tactics, while mentoring often is a long-term process and a more personal relationship is formed. In both coaching and mentoring the goal is to help people to reach their full potential. In a basic sense it is a method of training, directing or instructing a person or group of people to do a specific task, achieve a goal or develop certain skills. Coaches are usually paid for their work, and their relationship with those being coached is a professional one. In this paper I would like to discuss various aspects of Mentoring and Coaching for the development of employees in the organization.

© 2014 Elixir All rights reserved.

Introduction

Development is the combination of formal education, job experience, relationships, assessment of personality and ability to help the employees to face his future confidently. It is encouragement of professional development by creating a plan. Development of employees is a process of Continuous learning, direction, Relationship, work challenging and Performance goal orientation. This consists of pairing the employee with mentor to identify the opportunities. Coaching and mentoring are two ways in which people with vast experience help those in the same job or field of endeavor who have less experience. Coaching usually deals with specific skills and tactics, while mentoring often is a long-term process and a more personal relationship is formed. In both coaching and mentoring the goal is to help people to reach their full potential.

Coaching is the way in which people with vast experience help those in the same job or field of endeavor who have less experience. Coaching usually deals with specific skills and tactics, while mentoring often is a long-term process and a more personal relationship is formed. In both coaching and mentoring the goal is to help people to reach their full potential. Coaching, when referring to getting coached by a professional coach, is a teaching, training or development process in which an individual gets support while learning to achieve a specific personal or professional result or goal. The individual receiving coaching may be referred to as the client or coachee, or they may be in an intern or apprenticeship relationship with the person coaching them. Occasionally the term coaching may be applied to an informal relationship between one individual who has greater experience and expertise than another and offers advice and guidance as the other goes through a learning process. This form of coaching is similar to mentoring¹.

Review of literature:

Bova and Phillips (1984) conducted surveys and interviews to determine what kinds of things protégés learned from their mentors and how they learned them. They determined

that protégés learn risk-taking behaviors, communication skills, survival in the organization, skills in their profession, and respect for people, ways to set high standards and not compromise them, how to be good listeners, how to get along with all kinds of people, leadership qualities and what it means to be a professional. Like Levinson et al, they suggest that mentoring is critically important in developing individuals. Their interviews took into account the variety of mentor/protégé dyads. One caution this study is based on the classical definition of mentoring which fails to take into account the transformation of both individuals: protégés and mentors. **Clutterbuck and Sweeney 1997; A mentor is commonly described** as a critical friend, or guide who is "responsible for overseeing the career and development of another person outside the normal manager/subordinate relationship .A coach is someone who plans an intervention "designed to improve the performance of an individual in a specific task.

Concept of Mentoring and Coaching:

According to "**Donaldson, Ensher, & Grant-Vallone**" Mentoring is a term generally used to describe a relationship between a less experienced individual, called a mentee or protégé, and a more experienced individual known as a mentor. Traditionally, mentoring is viewed as a dyadic, face-to-face, long-term relationship between a supervisory adult and a novice student that fosters the mentee's professional, academic, or personal development².

Eric Parsloe defines "Coaching is a process that enables learning and development to occur and thus performance to improve. To be a successful a Coach requires a knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place"³.

Difference between coaching and mentoring Differentiator:

Coaching is task oriented: The focus is on concrete issues, such as managing more effectively, speaking more articulately,

Tele:

E-mail addresses: vinaychaitanya@yahoo.com

© 2014 Elixir All rights reserved

and learning how to think strategically. This requires a content expert (coach) who is capable of teaching the coachee how to develop these skills.

Mentoring is relationship oriented: It seeks to provide a safe environment where the mentor shares whatever issues affect his or her professional and personal success. Although specific learning goals or competencies may be used as a basis for creating the relationship, its focus goes beyond these areas to include things, such as work/life balance, self-confidence, self-perception, and how the personal influences the professional.

Differentiator:

Coaching is short term: A coach can successfully be involved with a coachee for a short period of time, maybe even just a few sessions. The coaching lasts for as long as is needed, depending on the purpose of the coaching relationship.

Mentoring is always long term: Mentoring, to be successful, requires time in which both partners can learn about one another and build a climate of trust that creates an environment in which the mentee can feel secure in sharing the real issues that impact his or her success. Successful mentoring relationships need nine months to a year.

Differentiator:

Coaching is performance driven: The purpose of coaching is to improve the individual's performance on the job. This involves either enhancing current skills or acquiring new skills. Once the coachee successfully acquires the skills, the coach is no longer needed.

Mentoring is development driven: Its purpose is to develop the individual not only for the current job, but also for the future. This distinction differentiates the role of the immediate manager and that of the mentor. It also reduces the possibility of creating conflict between the employee's manager and the mentor.

Differentiator:

Coaching does not require design: Coaching can be conducted almost immediately on any given topic. If a company seeks to provide coaching to a large group of individuals, then certainly an amount of design is involved in order to determine the competency area, expertise needed, and assessment tools used, but this does not necessarily require a long lead-time to actually implement the coaching program.

Mentoring requires a design phase: In order to determine the strategic purpose for mentoring, the focus areas of the relationship, the specific mentoring models, and the specific components that will guide the relationship, especially the matching process.

Differentiator:

The coachee's immediate manager is a critical partner in coaching: She or he often provides the coach with feedback on areas in which his or her employee is in need of coaching. This coach uses this information to guide the coaching process

In mentoring, the immediate manager is indirectly involved: Although she or he may offer suggestions to the employee on how to best use the mentoring experience or may provide a recommendation to the matching committee on what would constitute a good match, the manager has no link to the mentor and they do not communicate at all during the mentoring relationship. This helps maintain the mentoring relationship's integrity⁴.

Mentoring

Mentoring is a relationship between an experienced person and a less experienced person for the purpose of helping the one with less experience. The mentee seeks the advice and support of the more experienced person. Mentors answer questions

concerning the tasks that their mentee need to succeed in reaching their goals. The mentor provides wisdom, guidance and counseling as mentees advance their lives and careers.

Types of Mentoring:

Types of mentoring are as follows;

Informal Mentoring:

Informal mentoring is when a person forms a spontaneous relationship with another person---often a new employee or student---to come alongside him in a new endeavor. In this casual relationship, the new person seeks guidance and counseling from the more experienced person.

Structured Mentoring:

Organizations, companies and schools create structured mentoring programs. They appoint inexperienced newcomers with experienced people to train and support them as they work toward their goals. Many structured mentoring programs include goals of leadership development, diversity and retention of newcomers. The structure may provide one-on-one mentoring or a network of mentors.

Peer Mentoring:

Peer mentoring assigns mentees to someone with experience who is in their age group. Peer mentoring usually occurs in educational settings, either consisting of one-on-one relationships or group mentoring. Group mentoring consists of a mixture of experienced and new people working together to support one another. Groups meet face to face and via electronic conferencing at a designated time to discuss issues.

Community-Based Mentoring Programs:

Community-based programs provide mentors to children, young people and the needy. Mentoring for programs like Big Brother, Big Sister includes taking these children on social outings and helping them with homework. Mentors in community programs work to positively influence the lives of those in their care. Most of the children in these programs have been neglected or abused.

Online Mentoring Programs:

In addition to traditional mentoring programs, various industries have set up online mentoring programs for people who cannot meet face to face with experienced people. These organizations, such as SCORE, which counsels small business owners, work with people around the world who are seeking advice on business and education. These companies use online conferencing tools or telecommunications to connect mentors.

New Initiatives of Mentoring:

Start small: You want to be successful in all respects, so focus a pilot effort on a group (and part of the organization) that is likely to do well. Two good targets are new hires and budding leaders. Consider postponing a formal program (with matched pairs or groups) in favor of what The Mentoring Group calls "Enhanced Informal Mentoring."

Plan ahead: Take at least six months to plan your initiative and get "buy in."

- Link goals to the mission and values of your organization. As organizational and mentoring expert Dr. Kathy Kram has emphasized, mentoring efforts that aren't linked to the goals of the organization will not be taken seriously and will fail.

- Don't re-invent the wheel. Good materials for designing programs and for training mentors and mentees exist.

- If you opt for a program with mentor-mentee pairs (or mentoring circles), plan a great deal of structure. Have a formal application process, clear roles for participants, competencies on which mentees will focus, forms to turn in, formalized training, materials, scheduled ongoing activities, etc

- Evaluate everything you do. Don't wait until the year is over and try to pull together some results to decide if you'll do it again. Go beyond "feel good" data that say the training was enjoyable. Try to get some baseline data before you begin on mentees' competencies, knowledge, attendance, satisfaction with the organization, etc. Then measure changes.

Mentoring Process:

- The role of the mentor is to build rapport, ask questions, listen and elicit the mentee's own wisdom. The mentor does not have to be older, wiser or have specialized knowledge in any field. They need to be skilled in leading a mentoring conversation.
- The mentoring conversation invites the mentee to reflect on their own experience with a situation, issue or problem, then gather information from a variety of sources (perhaps including the mentor), sort through options and decide on a course action, plan and implement it. Reviewing the results continues the learning cycle.
- When mentoring is approached in this way, it is the mentor's questioning skills that extend and enhance the mentee's thinking processes. The mentee does not become dependent; they develop independent critical thinking. The mentee is empowered, having come up with his or her own answers. They also take responsibility for their actions. Having explored possible consequences of actions, they are less vulnerable⁵.

Coaching

Coaching is the way in which people with vast experience help those in the same **job** or field of endeavor who have less experience. Coaching usually deals with specific skills and tactics, while mentoring often is a long-term process and a more personal **relationship** is formed. In both coaching and mentoring the goal is to help people to reach their full potential.

Coaching takes many forms. In a basic sense it is a method of training, directing or instructing a person or group of people to do a specific task, achieve a goal or develop certain skills. A coach seeks to impart information by any one or any combination of methods including: motivational talks, seminars, workshops, clinics and supervised practice. Often coaching involves monitoring the performance of the skill or task and giving feedback on how to improve. Coaching helps people determine, set and reach personal goals including, but not limited to, career goals and personal growth. Coaches are usually paid for their work, and their relationship with those being coached is a professional one.

Seeking advice:

If you want to improve your skills or maximize your potential, you may be interested in finding a coach or mentor. There are many resources available to help you search for the right person. There are national and international organizations, such as the National Mentoring Partnership, the Mentor Directory (a peer resource) and the SCORE Association (Service Corps of Retired Executives).

Many professional organizations also have official or informal mentoring programs. Coaches often advertise their services, since they frequently coach as their primary occupation. You can search for coaches locally through networking or online. Often you can find a mentor within your own community, company or organization by approaching someone whose work you admire. She may be interested in helping you herself, or she may be able to recommend someone.

Peer coaching:

Peer coaching is a special type of situation somewhere between mentoring and coaching. In a peer coaching group, each member is coached by other members, and coaches others in return. Peer coaching is often used to share specialized

training in a cost-effective way. As an example, five people might each be sent to a different type of paid training, and then pool the knowledge gained via a peer coaching group. This type of peer learning program maximizes a company's training expenditures and

Developmental Coaching:

Prior to doing any coaching, be careful to distinguish between performance management and developmental coaching. Performance management is an effort to maximize the employee's contributions to organizational goals by measuring their performance as objectively as possible, providing feedback, and developing strategies together to improve this performance. Developmental coaching is an effort to develop the employee's capacity to meet his/her own goals, where the coach operates in service to the employee's interests. When the employee is highly motivated to succeed within the organization, performance management and developmental coaching will often look similar. On the other hand, when the employee is dealing with significant personal issues, seeking better work/life balance, or considering alternative career paths, performance management and developmental coaching diverge, and can even conflict. Here, the organization's goals (e.g., keep the employee, get the employee to model commitment) may conflict with the employee's goals (get a different job, be home with kids in the evening.) When we also consider the authority and power the supervisor has over the employee, the potential for misunderstandings and mistrust is even more apparent.

Getting the best from developmental coaching:

Paying attention to a few practical and proven strategies can greatly increase the Probabilities that real developmental coaching will work. Consider the following:

- Invite your employee into a coaching relationship. Discuss with him that you'd like to make some time available to him to support his learning in areas that are of interest to him. Offer to be a support and a resource to him, and make the distinction that you are focusing on his learning and objectives.
- Ask the employee how you can be most helpful, and encourage her to define what she needs from you. When the employee begins to define the territory that the conversation will cover, she develops ownership in the process and begins to experience you as a support and resource, rather than as a boss.
- Be clear in your own mind, and explicit with the employee, that these coaching

Conversations are for the development of the employee. Reinforce that there will be no organizational consequences for what is shared in these conversations. The employee may be hesitant to trust this at first. Maintaining the integrity and trust that the employee places in you is critical to building a robust coaching relationship.

- Of course, you must be candid and willing to say if you don't believe you can be helpful in a specific area. Sometimes you may not feel knowledgeable in a particular area, and you may need to connect your employee to others inside or outside the organization who can be helpful resources. As openness to this new kind of relationship develops, work out the details of structure (frequency, duration of conversations, location, etc.) in ways that are agreeable to both. Again, start small and go for early, small successes. Be clear with each other what's on the table for discussion, and what's not.⁶

Coaching And Mentoring:

Organizational development, changes brought about by mergers and acquisitions as well as the need to provide key employees with support through a change of role or career are often catalysts, which inspire companies to seek coaching or

mentoring. At one time coaching and mentoring were reserved for senior managers and company directors, now it is available to all as a professional or personal development tool. Coaching and mentoring are also closely linked with organizational change initiatives in order to help staff to accept and adapt to changes in a manner consistent with their personal values and goals.

Coaching & mentoring, which focus on the individual, can enhance morale, motivation and productivity and reduce staff turnover as individuals feel valued and connected with both small and large organizational changes. This role may be provided by internal coaches or mentors and, increasingly, by professional coaching agencies. Coaching and mentoring programmes generally prove to be popular amongst employees as coaching achieves a balance between fulfilling organizational goals and objectives whilst taking into account the personal development needs of individual employees. It is a two-way relationship with both the organization and the employee gaining significant benefits.

There is also an increasing trend for individuals to take greater responsibility for their personal & professional development and even those who are employed in large organizations are no longer relying on employers to provide them with all or their career development needs. There has been an increase in the number of individuals contracting coaches and mentors on a private basis. Some are looking for a career change, but many are also seeking to maximize their potential with an existing employer or achieve greater balance with their work and home lives. There is considerable debate about the use of the terms 'mentoring' and 'coaching'. It is important however, to have as a base for any mentoring or coaching programme, clear definitions. This will assist in clarifying and communicating to others the focal purpose of an e-mentoring scheme. It will also help identify key components that may need to be included in any supporting training programme.

A mentor is commonly described as a critical friend, or guide who is "responsible for overseeing the career and development of another person outside the normal manager/subordinate relationship. A coach is someone who plans an intervention "designed to improve the performance of an individual in a specific task.

Some people do not distinguish between coaching and mentoring, although Clutterbuck and Sweeney (1997) consider such a distinction important.

Coaching	Mentoring
Focus on task	Focus on progress
Usually short term	Usually longer term sometimes for life
Explicit feedback	Intuitive feedback
Develops skills	Develops capabilities
Driven by coach	Driven by mentee/learner
Shows you where you went wrong	Helps you to work it out yourself

Mentoring requires the mentor to know which of several styles to use at any particular time. A mentor may be more or less directive in response to the needs of the mentee. A mentor may also pay more or less attention to the emotional needs of the mentee⁷.

Kram (1983), researchers have viewed a mentoring relationship as having four phases: (Refer Fig-1 in Annexure).

- Initiation (which can take as long as a year)
- Cultivation
- Separation
- Redefinition.

In addition, while the majority of empirical research has focused on the benefits of mentoring in a dyad (one-to-one), Kaye and Jacobson (1995) propose group mentoring where one senior colleague mentors several junior protégés. This format allows protégés to benefit from the advice of a mentor as well as to exchange ideas and receive feedback from other group members.

Mentoring can be used in a number of situations to help an individual's development. One example is during the entry of an individual into an organisation, commonly referred to as the 'organizational socialization' of a new employee. McManus and Russell (1997) identify three phases of organizational socialization during which a mentor could play a useful role.

Anticipatory Socialization: learning about an organization that occurs prior to becoming an employee, including information from recruitment efforts, the organization's reputation and job previews;

Encounter: Becoming an employee and learning through direct experience what the organization is actually like; and

Change and Acquisition: Mastering important skills and roles while adjusting to the work group's values and norms. Mentoring may be one career development tool organizations use to socialize newcomers⁸.

Skills Coaching & Mentoring

Skills coaching have some commonalities with one-to-one training. Skills coaches & mentors combine a holistic approach to personal development with the ability to focus on the core skills an employee needs to perform in their role. Skills coaches & mentors should be highly experienced and competent in performing the skills they teach.

Job roles are changing at an ever increasing rate. Traditional training programmes are often too inflexible or generic to deal with these fast moving requirements. In these instances one-to-one skills coaching allows a flexible, adaptive 'just-in-time' approach to skills development. It is also possible to apply skills coaching in 'live' environments rather than taking people away from the job into a 'classroom' where it is less easy to simulate the job environment.

Skills coaching programmes are tailored specifically to the individual, their knowledge, experience, maturity and ambitions and are generally focused on achieving a number of objectives for both the individual and the company. These objectives often include the individual being able to perform specific, well-defined tasks whilst taking in to account the personal and career development needs of the individual.

One-to-one skills training is not the same as the 'sitting next to Nelly' approach to 'on the job training'. What differentiates it is that like any good personal or professional development intervention it is based on an assessment of need in relation to the job-role, delivered in a structured (but highly flexible) manner, and generates measurable learning and performance outcomes. This form of skills training is likely to focus purely on the skills required to perform the job function even though it may adopt a facilitative coaching approach instead of a 'telling' or directive style.⁹

Personal Coaching & Mentoring

Personal or 'life coaching' is growing significantly in the UK, Europe and Australia. Personal coaches may work face-to-face but email and telephone based relationships are also very common. These coaches and mentors operate in highly

supportive roles to those who wish to make some form of significant change happen within their lives.

Coaches offer their clients a supportive and motivating environment to explore what they want in life and how they might achieve their aspirations and fulfill their needs. By assisting the client in committing to action and by being a sounding-board to their experiences, coaching allows the individual the personal space and support them which need to grow and develop. The coach's key role is often is assisting the client to maintain the motivation and commitment needed to achieve their goals¹⁰.

Conclusion

Coaching and mentoring are two ways in which people with vast experience help those in the same job or field of endeavor who have less experience. Coaching usually deals with specific skills and tactics, while mentoring often is a long-term process and a more personal relationship is formed. In both coaching and mentoring the goal is to help people to reach their full potential. Mentoring is a relationship between an experienced person and a less experienced person for the purpose of helping the one with less experience. Coaching is the way in which people with vast experience help those in the same job or field of endeavor who have less experience. Mentoring and Coaching development is an important practice in every organization. It is a professional development; by this development the Employees can accelerate his skills and knowledge. It helps the employees to achieve the goals and to increase the organizational productivity.

Bibliography

1. Paula Swenson, eHow Contributor; definition of Coaching & Mentoring | eHow.com http://www.ehow.com/about_5095260_definition-coaching-mentoring.html#ixzz2N4b7YbUm
 2. Donaldson, S. I., Ensher, E. A., & Grant-Vallone, E. J. (2000). Longitudinal examination of mentoring relationships on organizational commitment and citizenship behavior. *Journal of Career Development*, 26, 233-249.

3. Eric Parsloe, *The Manager as Coach and Mentor* (1999) page 8. Eric is a respected author and Director of the OCM
 4. <http://www.management-mentors.com/resources/coaching-mentoring-differences/>
 5. http://mentoring-works.com/the_mentoring_process.html
 6. http://www.ehow.com/about_5095260_definition-coaching-mentoring.html#ixzz1CuOeMfSO
 7. Clutterbuck, D. and Sweeney, J. (19??) *Coaching and mentoring*. In *Gower Handbook of Management*.
 8. Kram, K.E. (1983) Phases of the mentor relationship. *Academy of Management Journal*, 26, 4, 608-625.
 9. Clutterbuck, D & Megginson, D, *Mentoring Executives and Directors* (1999) page 3. David Clutterbuck & David Megginson are both founder members of the European Mentoring and Coaching Council and highly respected authors, academics and consultants in the mentoring arena <http://www.coachingnetwork.org.uk/resourcecentre/whatarecoachingandmentoring.htm>
 10. The Coaching & Mentoring Network Ltd is a limited company registered in England&Wales; <http://www.coachingnetwork.org.uk/AboutTheNetwork/ContactUs.htm>

Annexure

Figure 1: Styles of mentoring (taken from Clutterbuck and Sweeney 1997)

