Collection of Mentoring Definitions by Janine Lim

This file is a part of my Leadership Portfolio found at
http://www.janinelim.com/leadportfolio. It is shared for your learning use only.

The difference between coaching and mentoring:
http://www.coachingandmentoring.com/Articles/mentoring.html

	Mentor	**Coach**
Focus	Individual	Performance
Role	Facilitator with no agenda	Specific agenda
Relationship	Self selecting	Comes with the job
Source of influence	Perceived value	Position
Personal returns	Affirmation/learning	Teamwork/performance
Arena	Life	Task related

Differences between mentoring and coaching
http://www.brefigroup.co.uk/coaching/coaching_and_mentoring.html

	Mentoring	**Coaching**
Length of Time	Ongoing relationship that can last for a long period of time	Relationship generally has a set duration
	More long-term and takes a broader view of the person	Short-term (sometimes time-bounded) and focused on specific development areas/issues
Formality & Structure	Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support	Generally more structured in nature and meetings are scheduled on a regular basis
Experience Level	Mentor is usually more experienced and qualified than the 'mentee'. Often a senior person in the organization who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities	Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role, unless the coaching is specific and skills-focused
Focus	Focus is on career and personal development	Focus is generally on development/issues at work
Agenda	Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles	The agenda is focused on achieving specific, immediate goals

	Mentoring	**Coaching**
Development	Mentoring resolves more around developing the mentee professional	Coaching revolves more around specific development areas/issues

Mentoring Theories

Gibson, J. W., Tesone, D. V., & Buchalski, R. M. (2000). *The leader as mentor*. Journal of Leadership and Organizational Studies, 7(3), 56-67.

Why people become mentors:

- Social exchange theory: "human relationships are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives" http://en.wikipedia.org/wiki/Social_exchange_theory
- Communitarianism: "emphasizes the need to balance individual rights and interests with that of the community as a whole" http://en.wikipedia.org/wiki/Communitarianism

Connecting mentoring to adult learning theory (Knowles 1980) (p. 5-6 in Zachary)

- Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning. (Mentee as active partner)
- The role of the facilitator is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place. (Mentor as facilitator)
- Adult learners have a need to be self-directed (Mentee responsible for learning)
- Readiness for learning increases when there is a specific need to know (Goal determined mentoring)
- Life's resource of experience as a primary learning source (Multiple mentors over a lifetime)
- Adult learners have an inherent need for immediacy of application (Multiple venues)
- Adults respond best to learning when they are internally motivated to learn (Process oriented & critical reflection)

Mentoring Definitions
- "The traditional career-orientation definition of mentoring, while important, is seen as too limiting today" (Shea, 2002, p. 7)
- Mentoring "goes beyond obligatory relationships" (Shea, 2002, p. 15).
- The mentoring experience should be "consciously and conscientiously grounded in learning" for the satisfaction of both mentor and mentee. (Zachary, p. xv)
- "Learning is the fundamental process and the primary purpose of mentoring" (Zachary p. 1)
- "Facilitated mentoring is a structure and series of processes designed to create effective mentoring relationships; guide the desired behavior change of those involved; and evaluate the results for the protégés, the mentors, and the organization" (Murray, p. 5). *I'm not there yet, but it's good to be aware that resources exist for developing mentoring programs.*
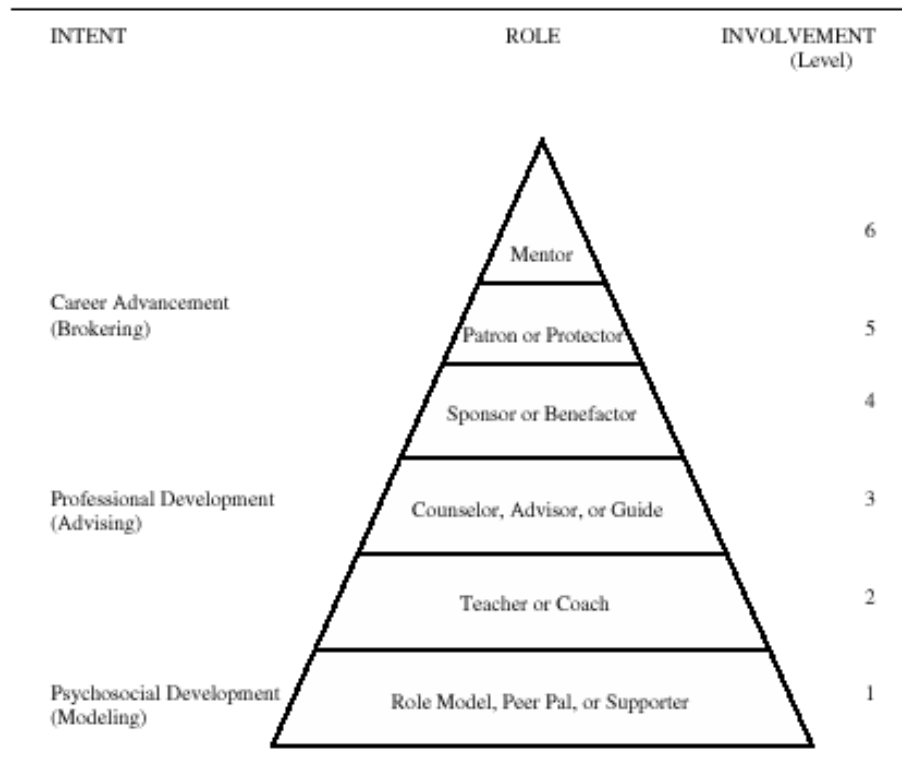
Figure 1.   Supportive Work Relationship Arranged Hierarchically in Terms of Primary Intent and Level of Involvement

Figure 1. What's a Mentor?

Reflection on Mentoring

p. 26, How to Mentor in the Midst of Change
- Have you, as a mentor, been a wise counselor, an avenue, a screen, a support, and a role model?
- To what extent have you been skillful in conducting the activities of mentoring? How are the skills being used? Where do you need increased proficiency?
- What ways has the relationship yielded benefits to the people involved and to education?

p. 43, How to develop successful mentor behaviors
- How do I provide the seven types of mentor assistance? Shifting context, listening, identifying feelings, productive confrontation, providing appropriate information, delegating authority and given permission, and encouraging exploration of options.
- Are there any negative behaviors that I should try to stop? Criticizing, giving advice, rescuing people

p. xv. The Mentor's Guide
- "Mentors who become students of their own experience use reflection to inform what it is they do and how they do it." *Think blogging too.*

Coaching

Appreciative Coaching:
http://www.talkingcoaching.com/2008/01/tcp-show-001-ap.html
http://www.amazon.com/Appreciative-Coaching-Positive-Jossey-Bass-Management/dp/0787984531

Stage 1: 'Discover' - Think, remember and recount positive peak experiences
Stage 2: 'Dream' - The 'big vision' - Describe the whole picture you want
Stage 3: 'Design' - Steps to create the future
Stage 4: 'Destiny' - Almost (already) where we want to be

Also, this page describes the phases in the context of parent coaching:
http://www.pwmweb.org/appreciativecoaching.htm

Coaching Theory:
Hersey & Chevalier (p. 247) in *Coaching for Leadership* suggest connections between situational leadership theory and performance coaching.