
UNIT 5 COACHING AND MENTORING

Objectives

After going through the unit, you should be able to:

- 1 describe the concept and process of coaching and mentoring;
- 1 discuss the components of the coaching process;
- 1 elaborate the sequential process of coaching; and
- 1 highlight the significance of mentoring for employee development

Structure

- 5.1 The Concept and Objectives of Coaching and Mentoring
- 5.2 The Basic Processes of Coaching and Mentoring
- 5.3 The Coaching Process
- 5.4 The Process of Mentoring
- 5.5 Summary
- 5.6 Self Assessment Questions
- 5.7 Further Readings

5.1 THE CONCEPT AND OBJECTIVES OF COACHING AND MENTORING

Elderly persons and the supervisors play significant role in the development of the young persons (including workers and managers) who admire them. Young people develop by building a trusting relationship with their supervisors who nurture, support and guide their subordinates. There is no substitute for such a dyadic relationship for employee development. It differs from training mainly in its intensity or relationship and its focus on establishing mutuality and confidentiality.

Young employees need to develop trusting and supportive relationship with their immediate supervisors, who can help the former to set challenging task goals, support them to achieve the goals, help them to analyse why they could not have higher performance, and plan to have higher achievement in future. This process is called coaching or performance review, which can be defined as help provided by a supervisor to the subordinates in analysing their performance and other on-the-job behaviours, in order to improve their performance.

When a young person joins an organisation, he/she also needs some senior person (whom he/she admires for various qualities) in whom he/she can confide and get advice and support. The person need not be, and preferably should not be, his/her supervisor. Such relationship is called mentoring, and the senior person is called mentor. The word has its origin in Greek mythology. Odysseus, while going on a long 10-year voyage, left his house and his son Telepaths in the care of an old man named Mentor, who not only helped the boy to become a competent young man, but also on one occasion saved his life. This relationship became a model and came to be known as mentoring. The concept of mentoring relates to emotional support and guidance given by usually an older person to a younger one who is called a protégé.

While mentoring is concerned about the general development and psychological well being of a person, performance review, counseling, or coaching (we shall use the word coaching for this process) focuses on the analysis of performance on the job, and identification of training needs for further improvement.

Objectives of Coaching: The main purpose of coaching is to develop the employee. It involves the following:

- 1) Helping him to realise his potential as a manager.
- 2) Helping him to understand himself - his strengths and his weaknesses.
- 3) Providing him an opportunity to acquire more insight into his behaviour, and analyse the dynamics of such behaviour.
- 4) Helping him to have better understanding of the environment.
- 5) Increasing his personal and inter-personal effectiveness through effective feedback.
- 6) Encouraging him to set goals for further improvement.
- 7) Encouraging him to generate alternatives for dealing with his problems and prepare an action plan.
- 8) Helping him to review in a non-threatening way his progress in achieving various objectives.
- 9) Providing empathetic atmosphere for sharing and discussing his tensions, conflicts, concerns and problems.

Objectives of Mentoring: The main purpose of mentoring is to provide opportunity to young people to share their concerns and get both moral support and guidance for their development. It involves the following :

- 1) Establishing a relationship of trust
- 2) Modeling behavioural norms for the young person
- 3) Listening to the person's concerns and problems
- 4) Helping him to search alternative solutions for the problems
- 5) Sharing own relevant experiences
- 6) Responding to his emotional needs, without making him depend on the mentor
- 7) Developing long-lasting, personal, and informal relationship.

5.2 THE BASIC PROCESSES OF COACHING AND MENTORING

Both coaching and mentoring involve help and support by a senior person (in competence, experience, expertise, and position) to a younger one. Three processes are involved in both coaching and mentoring: communication, empowering and helping.

Communication involves both receiving messages (listening), giving messages (responding), and giving feedback. The coach or the mentor does all these. The process of empowering involves enabling the other person to exercise more autonomy, providing positive reinforcement so that desirable behaviour is further strengthened, and creating conditions in which the person is able to learn from the behaviour of the supervisor or the mentor. Concern and empathy of the coach or the mentor for the employee is the basis of helping behaviour. It is also involves mutuality of relationship; the employee responds as much to the coach's needs as the coach or the mentor does to the employee's needs. Finally, helping primarily involves identification of the employee's developmental needs so that he may be able to develop and increase his effectiveness.

In interpersonal communication, a person receives messages from (listening), and sends to (responding or asking questions) the other persons. Effective listening, empathic response, and supportive questioning are important both in mentoring and in performance coaching. Most examples given here are from performance counseling.

Listening: Listening is the first effective step in communication. Listening involves paying attention to the various messages being sent by the other person. The obvious message is the ideas being communicated (cognitive message). Both more hidden may be the feelings and the concerns the other person may not be able to put clearly in words. Listening to feelings and concerns is very important for effective coaching and mentoring.

Exercise 1: Listening to Feelings

Given below are ten statements made by different people. Identify the feeling behind each statement and enter in the space provided. To help you, a list of words describing the feelings are also given, from which you may choose your answer.

Words describing feelings:

Happy	Pressured	Confused	Guilty
Uneasy	Miserable	Anxious	Relieved
Depressed	Despair	Discouraged	Hostile

Statement

Feeling

- 1) I work like a donkey here. Any tough job comes to me. When it comes to rewards and promotions, those who butter the boss get it.
- 2) Every time my superior checks the work I have done, he finds something wrong in it. He himself does useless things. Next time he finds faculty with me, I am going to give him back.
- 3) While I accept that I have not done as well as I could have, that low rating you gave bothers me. It may affect my promotion, which is due next year.
- 4) I think I am the culprit, I made the mistake of transferring this young man to the other department, and now he is leaving us to join the other company.
- 5) I have waited all these years with hope year after year. Now I think it is too late for me to aspire for any improvement.
- 6) This fellow does not work at all, and is being pampered because he has political connections.
- 7) I do not understand what to do. I am driving myself to death now. I was told that if the quality does not improve they may have to abandon this product.
- 8) I should not have given him so much freedom. He leaked out everything from the confidential files.
- 9) What do I do? The situation has changed overnight; the market has changed dramatically. Now I do not think we can do anything except to suffer losses.
- 10) What is the great thing he has done? He copies and presented the model as his invention. That is the way he fools people, and bosses fail to recognise it.

Exercise 2: Listening to Concerns

In the following items identify concerns by completing the statement following “because”, Your response should reflect the personal concern, as far as you can ascertain it from the employee’s statement provided.

- | | | |
|----|--|---|
| 1) | I am really mad. I have tried to do my best in the past year. I have worked twice as hard as anyone else in this office, but I never got a promotion | You feel angry because
.....
..... |
| 2) | I do not know why they transferred me to this unit. They did not give any reason - they just sent me. And I do not like it. | You feel puzzled and you resent
..... |
| 3) | This is absolutely ridiculous. I have only been doing this job for a short while, and my supervisor has decided to move me out because I am not producing as much as the others are. | You feel angry because
.....
.....
..... |
| 4) | My supervisor obviously does not like me. No matter what I do, it is not good enough. I want to change to a different department. | You feel trapped because
.....
..... |
| 5) | I do not understand my boss. One day he tells me what a great worker I am, and the next day he says that I am good at nothing. | You are puzzled because
.....
..... |

Asking Questions and Responding: Questions can facilitate or hinder the process of communication. Questions serve several purposes: they can help getting more information, establishing mutuality, clarifying matters, stimulating thinking. In a coaching situation questions play a very important role. Some questions can shut off the employee, or increase his him dependency on the coach. Another set of questions can build employee’s autonomy. Obviously the latter will be helpful, and not the former.

Unhelpful Questions: The following types of questions are not only not helpful, they hinder the process of effective counseling.

Critical Questions: Questions that criticise, reprimand or doubt the counselee create a gap between him and the coach. The way a question is asked (tone or sarcasm) may indicate that the question is a critical one. The choice of words may also indicate the critical nature of the questions. “Why did you fail achieving your targets?” communicates criticism, whereas “why could you not attain your targets ?” would normally communicate invitation to examine hindering factors. Questions like, “How did you again fall short of your target?” is a reprimanding question. “How can you achieve this target, when you failed to achieve it last time”? indicates doubting the ability of the employee. All such critical questions either shut off the employee, or make him diffident.

Testing Questions: Questions that are asked to find whether a person is right or wrong, or how much he know, are evaluating or testing questions. Such questions may tend to make the other person defensive. In a testing question the person who is asking the question takes a superior attitude, and the other person is put in a kind of witness box. Such questions may also take the form of cross-examination. A reporting officer who proposes to find out why his employee was not able to meet his target can easily slip into a cross-examination, testing or evaluating posture. Again, the tone of the interviewer may determine whether the question is asked as a testing question. Such questions are sometimes similar to critical questions.

Resenting Questions: A person may ask questions to indicate his resentment for the behaviour of the other person. When an employee in a coaching situation asks: “how should I attain higher target?” may indicate his resentment, depending on the tone in which such question is asked.

Leading Questions: Quite often unknowingly we ask questions that indicate the answers we want, and then we may get those answers. Such a question may be asked after making a statement. For example a reporting officer may say to his employee: “You could not attain the target because Maintenance Department did not cooperate. Is that true?” Or, it may be put in the question form: “Were you not able to attain the target because the Maintenance Units did not cooperate?” Both are leading questions. A leading question almost seduces the respondent to go along the line of thinking offered by one who puts the questions. This tends to stop further exploring and is not helpful.

Helpful Questions: The following types of questions may be helpful in developing more healthy relationship, and in increasing the effectiveness of the other person.

Trusting Questions: Questions that indicate that the questioner is seeking help or suggestions, may communicate the trust he has in the other person. The question “How do you think I can deal with the problem I am facing?” is seeking help from the other person. Both the employee and the supervisor may ask such questions.

Clarifying Questions: Questions may be asked to collect information, more data. Such questions are very helpful. If a coach asks his employee several questions to help him to get more information about various aspects, he would help him in getting relevant information to understand his problems. After listening to a person sometimes the coach may paraphrase the employee’s statement (also called mirroring), then may ask a question to confirm whether his understanding is correct. For example, the question “You are worried about your lack of knowledge of the new system. Is that so ?”

Empathic Questions: When questions are asked about the feeling of a person, his concern, his problems not so much for finding solutions as to indicate and express concern of the questioner, these may be classified as empathic questions. When a manager asks an employee : “How is your son feeling Now ?” he is not so much seeking information, as he is indicating his personal concern about the health of the employee’s son and thereby he is howling his sympathy with the employee. Such questions help to generate more trust, and the necessary rapport with the employee. Empathic questions create a climate of mutual trust and human understanding.

Open questions: The most useful questions are those which stimulate reflecting and thinking on the part of the counselee. “why do you think we have not achieved the targets this year while the other company has done so ?” is an open question inviting the other person to explore the various possible dimensions, and to share these with the person why asking such a question. Open questions encourage creativity, a tendency to explore several directions which light have been neglected to far. Such questions are very useful.

Responding to Questions: Counsellors sometime use responses some of which are useful and some other dysfunctional. Some counsellors may be using more often certain types of responses than others. It is necessary to be are of these. Responses that alienate the employee, critics him are more likely to be dysfunctional. Empathetic, supportive and exploring responses are more functional. Various verbal behaviours in counseling situation that characterise these responses are shown in Exhibit 5.1.

Unhelpful	Helpful
Alienating	
Stress on conformity	
Discouraging creativity	Empathic
Passive listening	Leveling
Lack of verbal response	Rapport building
Critical	Identifying feelings
Criticising	Responding
Pointing inconsistencies	Supportive
Citing weakness	Recognising
Reprimanding	Committing support
Directive	Positive feedback
Prescribing	Reflecting
Threatening	Exploring
Giving no options	Encouraging initiative
Advising	Sharing
Ending Session	Exploring options
Quoting rules	Paraphrasing/mirroring
Ending Abruptly	Closing
Fixing target	Exploring possibilities
	Summarising and concluding
	Contracting for follow up and help

Feedback: Interpersonal feedback is an important input for increasing self-awareness. It helps in reducing the blind area of a person, helping him to become more aware about his strengths and weaknesses. If properly used, it results in a higher mutuality between two persons. The process of interpersonal feedback, and conditions which make it effective, have been discussed in detail (Pareek, 1976). The following hints are reproduced from that source:

Feedback will be effective if the person who gives the feedback (coach) makes sure that it is:

- 1) descriptive and not evaluative;
- 2) focused on the behaviour of the person and not on the person himself;
- 3) data-based and specific and not impressionistic;
- 4) reinforces positive new behaviour;
- 5) suggestive and not prescriptive;
- 6) continuous;
- 7) mostly personal, giving data from one's own experience;
- 8) need-based and solicited;
- 9) intended to help;
- 10) focused on modifiable behaviour;
- 11) satisfies needs of both (one who gives and one who receives feedback);
- 12) checked and verified;
- 13) well-timed; and
- 14) contributes to mutuality and building up of relationship.

From the point of view of the one who receives the feedback, it is necessary that the reaction to feedback is more in terms of exploring ways of improving behaviour rather than of defensive behaviour. The following defensive behaviour might not help in using feedback properly; the behaviour which are opposite of these may be helpful.

- 1) Denying feedback as opposed to owning up responsibility for behaviour.
- 2) Rationalisation (explaining away feedback by giving reasons) as opposed to self-analysis to find why such behaviour was shown.
- 3) Projection (contributing negative feelings to the other persons) as opposed to empathy (trying to understand the point of view of the other persons).
- 4) Displacement (expressing negative feelings to one who may not fight back) as opposed to exploration (taking help of the other person in knowing more about the feedback given).
- 5) Quick acceptance without exploration as opposed to collecting more information and data to understand the behaviour.
- 6) Aggression towards the person giving feedback as opposed to seeking his help in understanding the feedback.
- 7) Humour and wit as opposed to concern for improvement.
- 8) Counterdependence (rejecting the authority) as opposed to listening carefully to the person giving feedback.
- 9) Cynicism (generally strong skepticism that things cannot improve) as opposed to a positive, critical attitude to accept some feedback and to question some other.
- 10) Generalisation (explaining things in a general way) as opposed to experimenting.

Influencing: One purpose of communication is to influence. Influencing would mean making an impact on the person in relationship. Such impact need not necessarily be of a restrictive type. Influencing in coaching would involve the following three aspects:

a) Increasing Autonomy of the Person

Usually, influencing is understood only in the sense of restricting the autonomy of the person and directing him into channels that are predetermined by the person exerting influence. Positive influencing is the opposite of this; the autonomy of the other person is increased, and he has larger scope of making his own choice. Even this is influencing, but of a different kind. Flanders makes a distinction between the two modes of influence, viz., the direct mode of influence (which restricts the freedom of the other person), and the indirect mode of influence (which increases the freedom of the other person). Flanders has developed some categories to indicate the two modes. He classifies criticism and punishment in the first category, and encouraging a person in the second category of influence. The reason is obvious. When a person is criticised or punished, some actions for which he is criticised or punished are inhibited and the person avoids doing those in future. This restricts his freedom. On the other hand, if a person is praised or recognised, he feels encouraged to take more initiative in exploring new directions. This results in an increase in the field of his autonomy. In coaching, much more use is made of the indirect mode of influence, by recognising and expressing feelings, acknowledging and praising good ideas given by the counsellee, and raising questions which promote thinking and exploration.

b) Positive Reinforcement

Skinner has established that change in behaviour cannot be brought about in human beings through punishment or negative reinforcement, but only through positive reinforcement. Influencing would involve providing encouragement and reinforcing success so that the person takes more initiative and is able to experiment with new ideas. Change cannot take place without experiment and risk taking. And these are encouraged through positive reinforcement.

c) Identification

One major influence, which helps an employee to develop, is the opportunity for him to identify himself with individuals having more experience, skill and influence. This is the first stage in the development of psychosocial maturity, or power motivation. This legitimate need should be fulfilled. Levinson states several barriers that may come in the way of such a legitimate process of identification: lack of time, intolerance for mistakes, complete rejection of dependency needs, repression of rivalry, and unexamined relationship. Levinson suggests that, to help the development of the process of identification it is necessary that the manager also examines his own process, and needs of interacting with the subordinates.

Empowering

In performance coaching and mentoring one objective is to increase the employee's potential to make impact through effectiveness. One important mechanism in the empowering process, especially in mentoring relationship, is modeling. When the mentor, or the supervisor, is seen as a model, the employee develops identification with the mentor or the supervisor, feels powerful.

Levinson has stressed the importance of the process of identification of the employee with his manager. One major influence that empowers an employee is the opportunity for him to identify with individual having more experience, skill and influence. This according to Moreland is the first stage in the development psychosocial maturity or power motivation. This legitimate need should be fulfilled. Levinson states several barriers which may come in the way of such legitimate process of identification: lack of time, intolerance for mistakes, complete rejection of dependency needs, repression of rivalry, and unexamined relationship. Levinson suggests that to help the development of the process of identification it is necessary that the manager also examines his own process, and needs of interacting with the subordinates.

The way the supervisor exercises his/her influence over the employees may either empower the employee or reduce his capacity to make impact. Distinction has been made between two modes of influence, one called direct mode of influence (which restricts the freedom of the other person), and the other indirect mode of influence (which increases the freedom of the person). Flanders developed some categories to indicate the two modes. He classified criticism and punishment in the second category of influence. The reason is obvious, when a person is criticized or punished, some actions for which he is criticized or punished are inhibited, and the person avoids doing those in future. This restricts his freedom. On the other hand, if a person is praised or recognized, he feels encouraged to take more initiative in exploring new directions. This results in an increase the field of his autonomy. Training strategies can be remodeled to empower the participants. In coaching indirect mode of influence is used more, by recognizing feelings, expressing feeling acknowledging and praising good ideas given by the employee, and raising questions that promote thinking and exploration.

Helping

Coaching is essentially helping. Helping involves several processes but the following three are mainly important:

a) Concern and Empathy

Without the manager's concern for his employee, effective helping cannot be provided in a coaching session. Such concern is shown when the coach feels for his subordinate and is able to empathise with him. This would be reflected in the kinds of questions asked and the tone in which the conversation takes place. Managers may constantly ask themselves how much concern and genuine empathy they have for the employees

they are coaching. Without such genuine concern, coaching may only degenerate into a ritual and cannot achieve its goals.

b) Mutuality of Relationship

Coaching is not merely giving help. It is also receiving help on various aspects. Unless such a relationship is established – i.e., both persons involved in the relationship feeling free to ask for and provide help to each other – coaching cannot be effective. The basis of mutuality is trust, and the genuine perception that each person has enough to contribute. Although the coach is in a superior position, he continues to learn and to receive help from the employee.

c) Identifying Developmental Needs

The main purpose of performance coaching is to identify the development needs of the employee which can be met through various ways. It is necessary that coaching result in clear and systematic identification of such needs and in subsequent plans to fulfill these needs.

Sperry and Hess (1974) have advocated the use of contact coaching, which they defined as “. . . the process by which the manager aids the employee in effective problem-solving, using the techniques of keying, responding and guiding.” Contact coaching uses transactional analysis approach. Keying refers to reading people. The supervisor uses an appropriate frame of reference to perceive what the employee means by his verbal and non-verbal responses. Responding is what the supervisor communicates back to the employee. What is learnt from keying is replayed in a manner that adds to, or subtracts from, the interchanges with the meaning the employee communicates. Guiding refers to the techniques the supervisor uses to motivate or help the employee to change his behaviour. The supervisor as motivator can increase the employee’s drive and direct it so that he accomplishes his objectives better.

Morrissey (1972) has suggested a few other techniques, such as you-we technique, second-hand compliment, advice-request and summary. In the you-we technique, one uses ‘you’ to compliment and ‘we’ to criticise (“you are doing a great job, we have a problem”). The second-hand compliment is communicating to the subordinate a compliment for him received from a third party (Mr. Raman says that you have done an excellent job for him). The advice-request is asking the employee for suggestions and advice. Summarising at the end helps in clarifying the decisions taken and fixing the responsibilities and integrating the whole discussions.

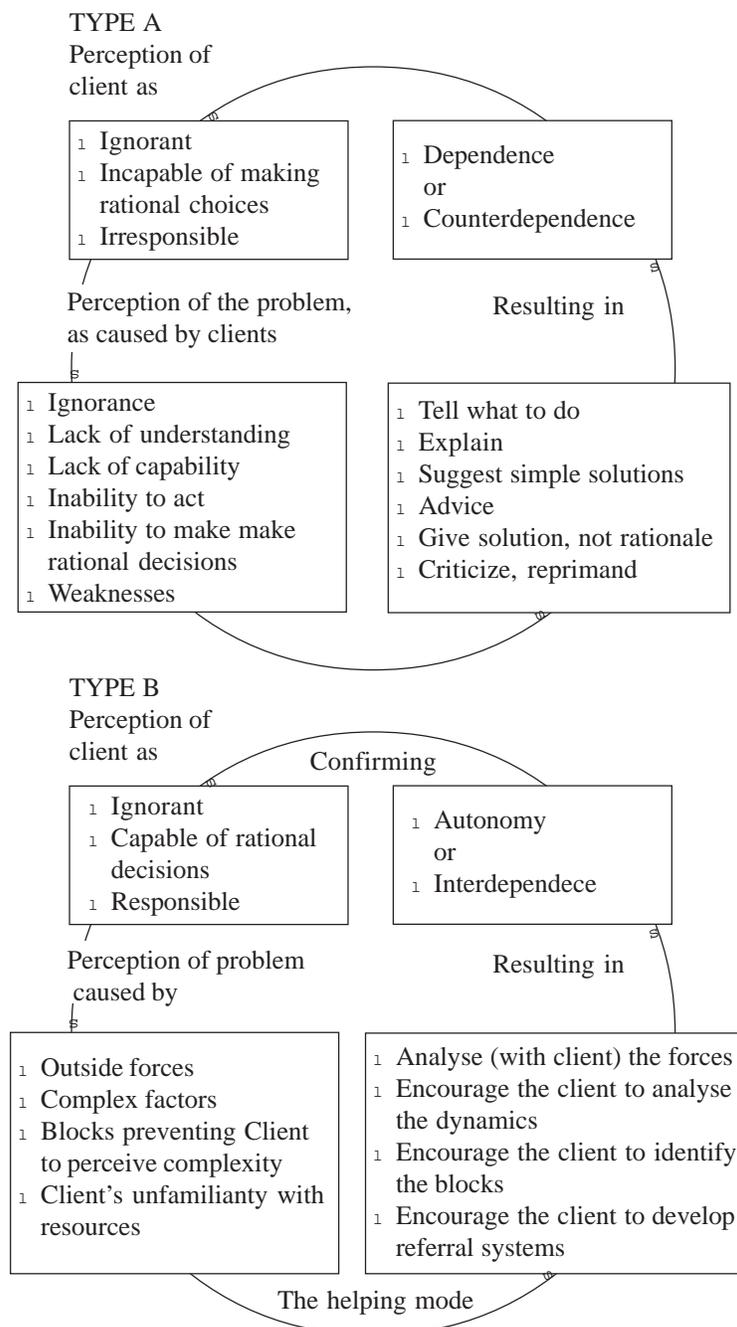
Values in the Helping Process: The central issue in a helping process relates to the values of the helper. The helping behaviour and strategies flow out of the basic stand he takes in relation to the client. Exhibit 5.2 gives in summary the dynamics of the helping process in value terms. The helper should ask himself/herself what values he/she holds, and with what consequences.

Okun (1976) has suggested that the following set of images of people is essential for an effective helping process:

- 1) People are responsible, and capable of making their own choices and decisions.
- 2) People are controlled to a certain extent by their environment, but they are able to direct their lives more than they realise. They always have choices and freedom, along with responsibility, even if they have restricted options due to environmental variables or inherent biological or personality predispositions.
- 3) Behaviours are purposive and goal-directed. People are continuously striving towards meeting their own needs, ranging from basic physiological needs to abstract self-actualisation ones (fulfilling physiological, psychological and aesthetic needs).

- 4) People want to feel good about them and continuously need positive confirmation of their own self-worth from significant persons. They want to feel and behave congruently, to reduce dissonance between internal and external realities.
- 5) People are capable of learning new behaviours and unlearning existing ones and they are subject to environmental and internal consequences of their behaviours, which in turn, serve as reinforcements. They strive for reinforcements that are meaningful and congruent with their personal values and belief systems.
- 6) People's personal problems may arise from unfinished business (unresolved conflicts) stemming from the past (concerning events and relationships) and, although some exploration of causation may be beneficial in some cases, most problems can be worked through by focusing on the here and now, on what choices the person has now. Problems are also caused by incongruence between internal (how you see things inside) and external (how you see things outside) perceptions in the present.

Exhibit 5.2 : Circular Helping Process – Two Types



- 7) Many problems experienced by people today are societal or systemic rather than personal or interpersonal. People are capable of learning to effect choices and changes within the system as well as from without.

5.3 THE COACHING PROCESS

Coaching is the process of helping the employee to grow and develop in the organisation. Every manager is coaching his employee, knowingly or unknowingly, in his day-to-day work-life. An effective manager coach is one who helps his employees to become more aware of their strengths and weaknesses and helps them to improve further on the strong points and overcome weaknesses. By the process of mutuality and support, he helps the employee to develop, by providing the proper emotional climate. Mutuality involves working together with the employee and developing future plans of action for the employee's growth and contribution to the organisation. Support involves acceptance of the employee as a total person, with his strengths and weaknesses, and encouraging him with warmth.

Coaching requires certain interpersonal skills that a manager can acquire easily if he is genuinely interested in developing his subordinates. Coaching skills are important for a manager, particularly at the time of performance review.

Good managers, whenever the necessity arises, coach their employees in their jobs. Annual performance reviews provide formal opportunities for formal coaching. Such a formal coaching process passes through certain stages that are important for the managers to note. The coaching process has the following three phases: rapport building, exploration, and action planning.

In the rapport-building phase, a good coach attempts to establish a climate of acceptance, warmth, support, openness and mutuality. He does this by empathising with the employee and his orientations, by listening to his problems and feelings, by communicating his understanding to the employee, and by expressing empathy with and genuineness of interest in him.

In the exploration phase, the coach attempts to help the employee to understand himself and his problem better. He may do this by raising questions to help the employee explore his problems and diagnose the problem properly.

In the action planning phase, the coach and the employee jointly work out or plan specific action steps for the development of the latter. The manager makes commitments to provide the specific support to employee for development.

Exhibit 5.3 gives the three phases (and the sub-phases) of the coaching process. Against each sub-phase are mentioned types of coach behaviour which either help or hinder the coaching process.

Exhibit 5.3: Sequential Process of Performance Coaching

Phases	Helpful Behaviour	Hindering Behaviour
<i>Report Building</i>		
Attending	Rituals, smile	Discussion from start
Listening (to)	Conversation on personal matters	Distraction (attending to other things, telephones etc.)
feelings	Physical attention (posture)	Signing letters, talking to others etc.
concerns	Eye contact	disturbance, etc.
problems	Response (verbal and non-verbal)	during conversation
	Keeping out telephones, noise,	

HRD: Concept and Systems

Acceptance (empathy)	Communication of feelings and concerns Paraphrasing feeling Sharing own experience	Lack of response Passive listening for a long period
<i>Exploration</i>		
Exploring	Mirroring or paraphrasing Open questions Encouragement to explore	Criticising Avoiding or hedging
Problem Identification	Questions to explore possible problems Encouragement to generate information Identification of a probable problem	Suggestion of a problem
Diagnosis	Exploratory questions Generating several possible causes	Suggesting the cause
<i>Action Planning</i>		
Searching	Questions on possible solutions Generating alternative solutions	Advising
Decision making	Questions on feasibility, priority pros and cons Discussion of one solution Discussion of an action plan Contingency plan	Directing Making a fixed plan
Supporting	Identification of needed help Monitoring Contract on help	Promise of general help

Rapport Building

Rapport building is essential for any effective coaching outcome. This phase involves generating confidence in the employee to open up and frankly share his perceptions, problems, concerns, feelings, etc. The coach-manager should level himself with his employee and tune himself to his orientations. Adopting the employee's frame of reference can do this.

Attending: The opening phase of coaching is very important in rapport building. General opening rituals may communicate messages of attending to the employee and give importance to the coaching transaction. Inviting rituals like offering the chair, closing the door to indicate privacy, asking the secretary not to disturb or not to connect telephonic calls during the conversation, may indicate that the coach is attending to the employee. However, all such rituals should come out of the genuine concern for and full attention to the employee during the coaching session.

Listening: It has already been discussed that listening is important for effective coaching. As already stated it is important to listen to what the employee says, as well as to his feelings and concerns. Physical posture (e.g., leaning forward) and keeping eye contact with the employee are indicators of listening.

Acceptance: Establishing a climate of acceptance is a necessary part of establishing rapport. The employee must feel that he is wanted and that his coach is interested in understanding him as a person rather than as a role or a position in an organisation. The coach communicates this to the employee by listening to all the problems of the employee and communicating back to the employee that he is listening. The coach can communicate back to the employee by paraphrasing or mirroring or reflecting what the employee says. For example, when an employee says, "I am really mad. I have tried to do my best in the past year. I have worked twice as hard as anyone else in the office. But I never get promotion," he is expressing his anger. The coach may reflect back and say, "You feel that your superiors have not shown proper recognition for your hard work." Such a reflection or mirroring would help the employee feel that he is being understood and that his coach is interested in him. This builds a climate of acceptance and facilitates the process.

Exploration

Besides accepting the employee, listening to him, and establishing a climate of openness, the coach should attempt to understand as well as help the employee understand his own situation, strengths, weaknesses, problems and needs. Nobody would like to be directly told his weaknesses. Coaching skill lies in making the employee discover his own weaknesses, and identify his problem. At the most, the coach may use open and exploring questions.

Exploring: Exploring helps an employee to search various dimensions of the problems, or discover unidentified problems and bring to the surface unnoticed issues. Exploring can be done by using questions and suggesting to the employee to talk more on a problem he mentions. As already discussed, a variety of questions may be used.

Problem Identification: After general exploring, questions may be asked to help the employee focus on the problem. It is necessary for the coach to use questions, both to generate information on some concerns and problems and to narrow down focus to identify a more probable problem. For example, if an employee feels that his problem is that others do not cooperate with him, the coach may ask questions to narrow down the problem to the employee's relationship with a few colleagues, and then questions may be asked to help the employee see what he does that prevents possible cooperation. Eventually, the problem may turn out as to how the employee may deal with competitive relationship, and yet collaborate. Identification of a problem is the necessary step in planning for improvement.

Diagnosis: Diagnosis of the problem is the next step in exploration. Explorations should lead to the diagnosis. Without diagnosis there is little scope for solving any problem. Open questions like "Why do you think people are put off when you talk with them?", "Can you recall occasions when you got full cooperation?", "What do you attribute it to?", "What personal limitations mainly bother you?" may help the employee more towards a better diagnosis. The main attempt should be to generate several alternative causes of a problem.

Action Planning

Managers are expected to guide their employees and contribute to their development. Coaching interviews should end with specific plans of action for the development of the employee. Identifying a training need, job rotation, sponsoring for further training, increased responsibility, role clarity, etc., are some of the likely outcomes in such action plans. Three sub-phases can be identified in action planning.

Searching: The main contribution of the coach to action planning is the help he provides to the employee in thinking of alternative ways of dealing with a problem. In addition to encouraging the employee in brainstorming such alternatives, the coach at a later stage can also add to this list of alternatives for further exploration. This should, however, be done only after some time. The employee should primarily take the responsibility of generating alternatives.

Decision Making: After the alternatives have been generated, the coach may help the employee assess the advantages and disadvantages of each alternative, raise questions on the feasibility of the various alternatives, and help finalise a plan to be implemented. This may, however, be regarded as a contingency plan, to be altered in the light of further experience.

Supporting: The final and, crucial stage of coaching is to communicate support and plan for such support in implementing the agreed action plan. Psychological contract of providing help should emerge after considerable exploration and discussion. Support and help should facilitate in further increasing the autonomy of the employee,

and not his dependence on the coach. A system for monitoring and follow up of the action plan may be prepared. This closes the coaching interaction.

5.4 THE PROCESS OF MENTORING

Mentoring comes from a Greek word, which means enduring. Mentoring is a sustained relationship between a young person and an experienced adult. Through continued involvement, the adult offers support, guidance, and assistance as the younger person goes through a difficult period, faces new challenges, or works to correct earlier problems.

The term “mentor” is derived from Greek mythology. In Homer’s epic poem *The Odyssey*, Mentor was the name of the person to whom Odysseus entrusted his son Telemachus. Mentor was in charge of the education and training of Telemachus, whom he helped to become a highly successful young person. Other famous mentor and protégé relationships are Socrates and Plato, Lorenzo de Medici and Michelangelo, Sigmund Freud and Carl Jung, Gandhi and Nehru. Mentoring is normally a voluntary one-on-one relationship between the mentor and protégé, where neither is paid to be involved in the process.

There are two types of mentoring: natural mentoring and planned mentoring. Natural mentoring occurs through friendship, collegiality, teaching, coaching, and counseling. In contrast, planned mentoring occurs through structured programmes in which mentors and participants are selected and matched through formal processes.

Levinson et al. (1978) have contributed the most to the understanding of the mentoring process. Levinson’s concept of a mentor includes being a teacher, sponsor, counsellor, developer of skills and intellect, host, guide, exemplar, and most importantly supporter and facilitator in the realization of the vision the young person has about the kind of life he wants as an adult. Mentoring integrates characteristics of the parent-child relationship and peer support without being either. According to Levinson not having a mentor in formative years of a young person could be a great handicap to one’s psychological and career development. Mentoring is the process where a person (the mentor) provides support, training, and guidance to a less experienced, usually younger person (the mentee, mentoree, or protégé). Some benefits of mentoring are that it enhances productivity and teamwork, it encourages continued learning, it improves the self-esteem of the protégé, and it improves the chances of success in the protégé’s efforts.

Mentoring programme can help organizations in employee retention, succession planning, career development, best practice implementation, diversity goals, and productivity.

For mentoring to be successful there must be structure, and trust must be built between the mentor and mentee. Encouragement, constructive criticism, listening, coaching, guiding, and teaching are all necessary components of an effective mentoring relationship. Mentoring initiatives may fail in organizations if there is no orientation programme for the mentors, skill training is not provided to mentors and protégé, there is lack of senior management support and involvement, and criteria for selecting and matching mentors and protégés are not developed. Mentoring initiatives may fail in organizations if there is no orientation programme for the mentors, skill training is not provided to mentors and protégé, there is lack of senior management support and involvement, and criteria for selecting and matching mentors and protégés are not developed.

Although young persons during their professional journey unknowingly search and discover appropriate mentors, organisations are increasingly paying attention to this

phenomenon. Generally, promising young managers are given mentoring experience. A young manager is assigned to a mentor, who is senior in position and age, sometimes several levels senior to the protégé; not necessarily from the protégé's department. Mentors are selected on the basis of their interest, availability and "mentoring competencies" (image, empathy, and ability to provide emotional support). One mentor may have not more than five protégé. Tate Iron has successfully used this arrangement. An example of the mentoring system in an organization is given in the box.

There are two main phases in mentoring process, dependence and inter-dependence, although counter-dependence may in some cases be an intermediary phase between the two. During dependence phase admiration for the mentor is followed by identification with him, followed by approval (getting guidance and checking alternative action aides). The interdependence phase is characterized by trust-building and mutuality, when the mentor and the protégée may begin to collaborate and provide emotional support to each other. If the protégé experiences the mentor as overwhelming and overpowering, counter-dependence may develop before inter-dependence. The protégé may reject the mentor and may develop his own independence, Search of one's own identify may later fled to appreciation of the mentor's role and relationship, leading to inter-dependence. Several well-known persons having famous mentors passed through the counter-dependence phase, and some could notate much progress to inter-dependence.

Mentoring process is quite similar to the counseling process. The dynamics of the phases discussed with counseling are also applicable to mentoring. The ultimate goal of both counseling and mentoring is to help an employee attain psychological maturity and effectiveness. Tata Steel (TISCO) has had a good mentoring system. The Neyveli Lignite Corporation started the mentoring system after a great deal of preparation. The system is based on the Indian guru-shishya relationship (like the Japanese Oyabun-Kobun relationship). Silvera (1988). gives an account of the first experiment in the company in which 22 retiring senior managers were selected as mentors and 85 juniors as protégées; and training was conducted both for the mentors and the protégées (see the Box 1).

Box: 1

Mentoring Process at Neyveli Lignite Corporation*

- 1) At Neyveli Lignite Corporation (NLC), internal studies carried out by the training department showed that the company did not have the kind of nurturing or departmental relationship that are necessary for integrating fresh graduates into the company's work ethos. The mentoring experiment was started to take care of this need. Mentoring concept was seen as having its roots in eastern traditions. Formal and informal training sessions were held for mentors. These sessions attempted to build into the organisational ethos a strong element of nurturing and coaching of subordinates. As a part of this experiment, senior officers of NLC were encouraged from the very beginning to give the benefit of their experience and knowledge to the younger generation of graduate engineers. The mentoring system was intended to:
 - a) Facilitate the process of induction of graduate engineers,
 - b) Develop coping skills in them,
 - c) Provide them encouragement and perspectives about their career paths,
 - d) Assess their potential, and
 - e) Enhance the mentoring capabilities of senior executives.

- 2) The orientation training for the mentors focused on the following:
 - a) The conceptual framework of mentor-protégé relationship,
 - b) Ways of increasing protégé competence, self-confidence and progress in the company.
 - c) Developing skills like time management, communication, interviewing, self-exploration, etc.
 - d) Understanding the risks and problems of mentoring.
 - e) Developing networking and other facilitation skills.
- 3) Training for protégés was organised, with focus as on understanding career prospects, self-assessment, clarifying personal aspirations and developing interaction skills.

Mentors and protégés were trained through a three-day programme in separate groups, but they came together for a joint session for half a day.

* **Source:** D.M.Silvera, Human Resource Development: The Indian Experience, New Delhi, News India Publications, pp. 177-184.

5.5 SUMMARY

In this unit, we have dealt with the process and concept of coaching and mentoring, components of coaching process and related matters. Different components of coaching and mentoring include helping, listening, empowering etc. are also covered in this unit.

5.6 SELF ASSESSMENT QUESTIONS

- 1) Describe the process of coaching and mentoring.
- 2) Discuss the sequential process of coaching along with examples.
- 3) Highlight the significance of coaching and mentoring in employee development.

5.7 FURTHER READINGS

- 1) Burnard, Philip (1995). *Counseling Skills Training*. New Delhi: Viva Books. Discusses various steps in training of counselors.
- 2) Levinson, D. et. al. (1978). *The Seasons of a Man's Life*. New York: Knopf. Provides the most extensive material on mentoring. Levinson's concept of mentor is a combination of teacher, counselor, supporter, glide, sponsor and host; the relationship is intense, lasting for 2 to 10 years. According to him, the most successful men had mentors as young adults.
- 3) Morrisey, G.L.(1972). *Appraisal and Development through Objectives and Results*. Reading, Mass.: Addison Wesley. A manual presenting and describing the dynamics of performance appraisal.
- 4) Murrell, A J; F J. Crosby & R J. Ely (Eds) (1999) *Mentoring Dilemmas: Developmental Relationships within Multicultural Organizations*. Mahwah, NJ: Lawrence Erlbaum Associates. Several authors discuss the dilemmas of mentoring in multi-cultural organizations.
- 5) Okum, B.F. (1976). *Effective Helping: Interviewing and Counseling Techniques*. North Seituete, Mass.: Duxbury Press. Treats counseling as a

helping intervention, and discusses various dimensions or making the helping-role more effective. Some practical suggestions are made with examples.

- 6) Orche, G. (1979). Much Ado about Mentors. *HBR*, 1979, Volume 20. Surveyed 4000 executives, two thirds did not have relationship with a mentor, and one third who had one or more mentors. He reported that those who had mentors earned more money at a younger age, followed a career path, were happier with their career and sponsored more protégés.
- 7) Pareek, Udai (1976). *Interpersonal Feedback*. New Delhi: Learning Systems. Discusses a model of interpersonal feedback and the factors influencing the feedback process. Also discusses ways of increasing effectiveness of giving and receiving feedback.
- 8) Pareek, Udai and T.V. Rao (1978). *Performance Counselling*. CR Reading No. 18. New Delhi: Learning Systems. Explains the objectives, process and dynamics of performance counselling.
- 9) Sperry, Len and L.R. Hess (1974). *Contact Counseling*. Reading, Mass.: Addison Wesley. Describes the process of counseling in performance and other situations. Cases, exercises and self-tests are presented that help in improving counseling skills.
- 10) Valliant, B. (1977). *Adaptation of Life*. New York: Little, Brown. The importance of mentoring has been supported in a longitudinal study of 95 Harvard graduates.
- 11) Whitmore, John (2002). *Coaching for Performance*, London; Nicholas Brealey. Elaborates the process of coaching with examples

KEYS TO EXERCISES

The correct responses are given below. Please check your responses against them.

Exercise 1

- | | |
|---------------|---------------|
| 1) Resentment | 6) Resentment |
| 2) Hostility | 7) Anxiety |
| 3) Guilt | 8) Guilt |
| 4) Guilt | 9) Despair |
| 5) Despair | 10) Hostility |

Exercise 2

- 1) You feel angry because your hard work is not being recognized.
- 2) You feel puzzled and you resent because you were transferred without being given any explanation.
- 3) You feel angry because you were not given an adequate chance to prove your worth.
- 4) You feel trapped because you don't feel capable of pleasing him
- 5) You are puzzled because your boss is not consistent in what he says about you.