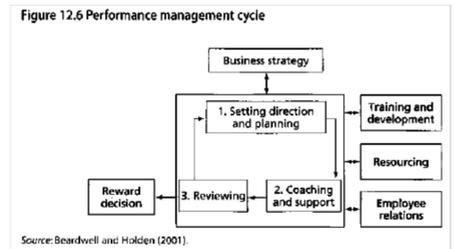


Source: Walton (1999).

What is it all about?

longer & wider Mentoring
 current performance & narrow scope Coaching
Line manager = key person, as HR activities devolve from HR department to line manager, line manager is key to transfer strategy into performance
 Part of Human resource **DEVELOPMENT**

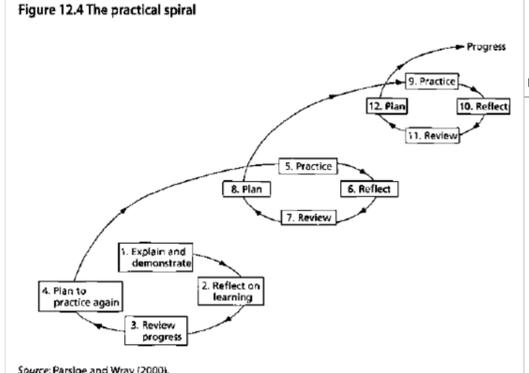


Source: Beardwell and Holden (2001).

e.g. performance management = linking employees performance to business strategy -> Requires ongoing interaction and not only once a year or quarterly process linked to appraisals

Coaching

focussed on performance
 not "activity" but more kind of a "leadership style"
 observation, active listening, discussion, challenge, questioning, delegation, timing
 coaching competencies



Source: Parsloe and Wray (2000).

based on Kolbs learning cycle

hands-on

Demonstration & practice models
 coach is the "instructor"

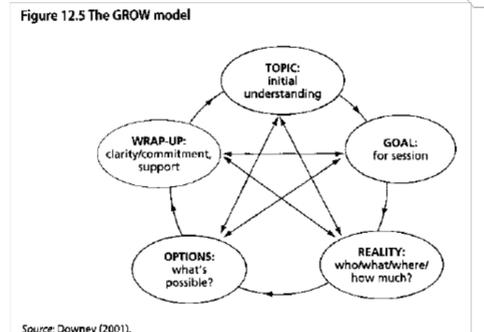
Models

help coachee to resolve issue by himself

hands-off

Goal focussed models

show the coachee possibilities
 role of the coach is not directive but more listening and questioning



Source: Downey (2001).

Coaching session

Mentoring & Coaching
 McBain, R (2004) Coaching and mentoring: an overview

Mentoring

On the job and off the job techniques for HRD (Human resource development)

shift from off the job to **on the job**
 Learning from other
 Learning from tasks
 Learning with others
 theories of learning
 lifespan psychology life long change, stages of life one must pass
 Social exchange theory cost / benefit of exchange, mid-manager are willing to pass their knowledge on
 Social cognitive theory self-efficacy
 experiences
 observe competent others
 social & verbal persuasion
 psychological arousal

focussed on the development of the mentee

more experienced & trusted person provides support

voluntary, informal, wide scope, intense personal quality

formal and informal

forms of mentoring

mainstream or classical & primary up to 10 years
 learning or secondary last max. 1-2 years
 open mentoring support from a variety of persons
 peer mentoring in flatter organisations

must be holistic

USA vs. EU

Mainstream mentoring career focussed
 learning mentoring aim specific (personal goals etc.)

4 phases of mentoring relationships

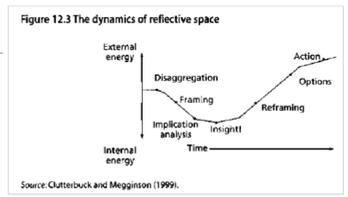
Initiation
 Cultivation
 Separation
 Redefinition

relevant job experience, organisational knowledge, personal credibility, self-awareness, job satisfaction, communication skills, interpersonal sensitivity, willingness to develop others, willingness to share learning

Mentor competencies

Facilitator and not "supervisor"

Mentoring session
 GROW
 Reflective space model



Source: Clutterbuck and Megginson (1999).