

Summary of Comments on deleteme2.pdf

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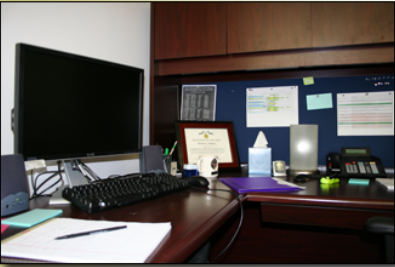


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Module 2: Performance Management

Lesson 5: Coaching, Counseling and Mentoring



Lesson Welcome

Welcome to the lesson on coaching, counseling and mentoring. Coaching, counseling and mentoring are tools which can be used to develop defined skill sets in employees. To be an effective supervisor and leader, it is important for you to coach, counsel and mentor your employees. Of course, we can only introduce principles and concepts here. It's up to you to practice and use these tools effectively.

Lesson Learning Outcomes

After completing this lesson, you will be able to:

- Explain the role and responsibilities of the supervisor in coaching, counseling, and mentoring employees, including:
 - Define coaching, counseling, and mentoring
 - Discuss the critical communication skills necessary to engage in coaching, counseling, and mentoring
- Recognize how coaching, counseling, and mentoring can effectively improve employee performance and help employees grow and develop

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Module 2: Performance Management Lesson 5: Coaching, Counseling and Mentoring

Supervisor Scenario

After discussing Juan's violations of the dress code policy with Kenya, what is your response as her supervisor?



Click image to see your options.

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Module 2: Performance Management Lesson 5: Coaching, Counseling and Mentoring


Supervisor Scenario

The following are three options for how you, as a supervisor, could proceed.

You tell Kenya "This is a good opportunity for you to mentor Juan."

You tell Kenya "This is a good opportunity for you to counsel Juan on the situation in order to change his behavior."

You tell Kenya "This is a good opportunity for you to more directly coach Juan on the problem in order to change his behavior."

 Read the options carefully and select the one that seems to be the best choice. Write your selection down on paper. Later we will review all three options and why each may or may not be the best choice. For now let's look at the lesson content

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Coaching is episodic meaning that the supervisor coaches to correct or improve the performance of a task. Coaching deals with the skills of an individual and is heavily task or performance oriented.

Mentoring is for the long term. It is generally development oriented and establishes a vision of what could be achieved. It also lays the groundwork for confidence and commitment to make it happen. Mentoring is development oriented; it establishes a vision of what could be achieved. It lays the groundwork for confidence and commitment to make it happen.

Counseling is the process used by leaders/supervisors to review with an employee the employee's demonstrated performance and potential. This is one of the most important development responsibilities for supervisors. Counseling provides specific information to an employee about specific behavior or performance issues. The Army's future and the legacy of today's civilian leaders rests on the shoulders of those that help prepare for greater responsibility.

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The Differences Between Mentoring, Coaching and Counseling

"The number one leadership skill is the ability to develop others."
Tom Peters

COACHING	COUNSELING	MENTORING
The here and now	The past	The future
Overcoming skill barriers	Overcoming psychological barriers	Developing and committing to learning goals
Raising abilities	Building self-understanding	Opening horizons

Click on each of the column headers for more information.

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Author: Army Management Staff College Subject: Sticky Note Date: 8/3/2011 10:17:40 AM



Synonyms for the word coach are mentor and preceptor. Coaching is a collaborative and non-directive form of self-development, usually in a conversational format between the coach and the "coachee" used in work or private life, that transports an individual to create change or move forward. It aids self-awareness, emotional management and practical skill learning.

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Coaching

Take a few minutes and write down your definition of the term coaching and how you could use coaching to improve employee performance and empower your workers to succeed.



[Click here to see how close you are to accepted definitions of coaching.](#)

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What is Coaching?

Coaching refers to a purposeful ongoing one-to-one dialogue between a supervisor (coach) and employee for the purpose of developing job skills and performance.



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Coaching is often viewed as necessary only when employee performance is unbearably poor or when employees are so discouraged they leave. Coaching employees is a great way to influence, motivate, and recognize employees. A leadership style that includes coaching builds personal and team morale and fosters a partnership where employees feel like they are contributing to the success of the organization. When coached, employees take an interest and "stake" in the organization and its future. It is a process of communicating and engaging employees so problems can be solved creatively. It involves recognizing people for their contribution. Coaching that works consists of constructive, consistent feedback aimed at increasing awareness and resulting in improved performance. Coaching is closely connected to any change within an organization which enables employees to accept and adapt to such changes in relation to fulfilling current and future Army values and visions.

Module 2: Performance Management
Lesson 5: Coaching, Counseling and Mentoring



Click image for more information.

Benefits of Coaching

Coaching is a great way to:

- Improve quality and productivity
- Boost enthusiasm and morale
- Strengthen relationships with your employees and promotes more effective communication between you and your employees and among employees
- Increase employee job satisfaction
- Build trust and enhance employee loyalty

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What Coaching is and What Coaching is Not



Coaching is:

- A means for learning and development
- Guiding someone toward her or his performance goals
- The mutual sharing of experiences and opinions to create agreed upon outcomes
- About inspiring and supporting another person
- Collaborating



Coaching is not:

- An opportunity to correct someone's behaviors or actions
- Directing someone to do something to meet goals
- Being the expert or supervisor with all the answers
- About trying to address personal issues
- Directing

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OBSERVE

DOCUMENT

PROVIDE FEEDBACK

Performance Coaching

The three phases of performance coaching are:

- Observe
- Provide Feedback
- Document

Click each of the icons for more information.

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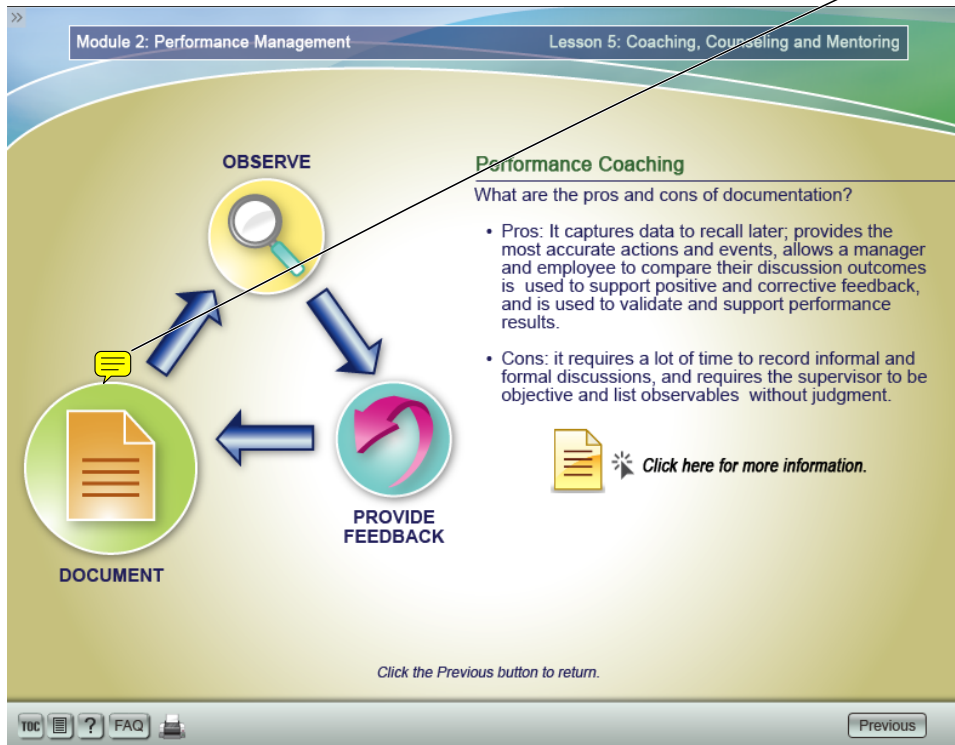
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The three areas of documentation are:

An employee's work results and behaviors using the expectations that were developed between supervisor and employee

Any significant discussions related to an employee's performance. This may include positive performance and corrective feedback

Development plans initiated during the performance period




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OBSERVE



DOCUMENT



PROVIDE
FEEDBACK



Performance Coaching

An effective coach determines WHAT they are observing prior to the observation. The observations should align with the competencies, goals and responsibilities of the organization. There are many observable behaviors that employees perform on a daily basis that can assist the coach in identifying WHAT performance results are to be accomplished and HOW performance is to be accomplished. More often than not, the challenge for the coach is identifying the observable behaviors in advance.

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OBSERVE



DOCUMENT



PROVIDE
FEEDBACK



Performance Coaching


An effective coach takes every opportunity to provide feedback on HOW the employee is performing. More often than not, the most effective feedback occurs on a regular, informal basis. An informal method to providing feedback can take as little as three minutes to implement from start to finish.

It is important to:

- STATE what you have observed
- WAIT for a response
- REMIND them of the goal
- ASK for a specific solution
- AGREE on the solution together

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Types of Information to Record

Listed are various types of information that supervisors can use to document an employee's performance. Information from this documentation can be used during the counseling session:

- Strengths or areas for improvement in performing the job
- Self-development initiatives and activities
- Progress in coaching sessions
- Failure to complete tasks
- Suggestions, ideas or actions to make workflow efficient
- Verbal or written complaints you have verified
- Self-evaluation given to you by the employee about his or her performance

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Author: Army Management Staff College Subject: Sticky Note Date: 8/3/2011 10:17:40 AM
 As the coach, each supervisor must ensure that each employee understands the expectations of their position, has the tools to meet those expectations, and is fairly evaluated on the quality of the work they perform. The supervisor is responsible for tracking the employee's progress and establishing effective methods for measuring performance. It is the employee's role to map out steps to assure that goals will be met. The employee and supervisor start with a vision of what the employee needs to accomplish in order to have peak performance on the job. This vision leads to the development of specific, realistic goals with milestones and a timetable for completion.

Performance feedback is the on-going process between employee and manager where information is exchanged concerning the performance expected and the performance exhibited. Constructive feedback can praise good performance or correct poor performance and should always be tied to the performance standards.

The purpose of an employee development plan is to create a detailed plan to assist the employee in improving upon specific competencies. A performance review is an opportunity for the employee to identify any knowledge, skills, and abilities that can be further developed. It is important that the supervisor and employee work together to ensure that the employee can continue to develop the necessary any knowledge, skills, and abilities to ensure the job can be performed. For developing the employee, the supervisor and employee must specify a series of actions for strengthening weaknesses for example receiving on the job training. They must also set dates by which these actions will be accomplished, and specify follow-up dates to make certain they are completed.

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Coaching Responsibilities


Communicate with your employees on a daily basis. It is easy for a supervisor to get stuck in an office and forget to check in on the people doing the work, so make time each day to speak with your team. This is a good method for checking up on individual and team goals and lets your employees know you're taking an active interest in their progress.

As the supervisor and coach of your team, you must:

- Set and ensure employees' understanding of performance standards and goals
- Provide fair and accurate performance feedback
- Create a development plan for each employee

 Click the bullet points for more information.

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Coaching Different Types of Employees



- High Performers
- Middle Performers
- Low Performers

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Many supervisors simply avoid coaching situations because they feel uncomfortable confronting employees with the need to improve. Coaching involves a complicated skill set that must be learned, practiced under experienced supervision and refined over the long term. Saying you don't know how to coach is just an excuse. Supervisors may not have the needed skills for training other employees. Often, supervisors were promoted because they were good at performing or managing their own work, but this doesn't guarantee that they also possess the skills or ability to coach new employees. Not everyone is a born teacher.

Despite your busy schedule, you should know that employees need guidance. Supervisors should dedicate some time to converse and listen to employees, ask for feedback, offer and even assure them of assistance, and, most of all, communicate to them a feeling of trust and safety. Supervisors may not have the time to spare to help new employees. Since on-the-job training usually follows no formal procedure or specified content, supervisors will need still more time, to pass on the extra knowledge and skills that employees will need to solve future job problems and respond to organizational changes.

Supervisors must visit with their employees to let him or her know they are doing a good job. Employees often complain that the only time they receive feedback is when they do something wrong. Notice when employees are doing a good job and tell them. Just telling an employee that they are doing a good job and "Keep up the good work" is of not much help. It is much more effective and meaningful to say something like: "Patricia, I appreciate the way you completed that challenging project. You really showed a great deal of professionalism by meeting the deadline."

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Why Supervisors Often Avoid Coaching

Many supervisors simply avoid coaching situations because:

- Lack of confidence in themselves
- Do not want to take time to coach
- Assume employee knows that he/she is doing a good job

Click the bullet points for more information.



Identify a recent event in which an employee did something outstanding. What, if anything, did you say about the employee's performance?

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Coaching Recap


Coaching can benefit you as a supervisor because it:

- Improves quality and productivity
- Boosts enthusiasm and morale
- Strengthens relationships with your employees and promotes more effective communication between you and your employees and among employees
- Increases employee job satisfaction
- Builds trust and enhances employee loyalty

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Coaching Recap, Continued

The right way to coach involves:

- Understanding employee duties, employee needs (as shown on the Individual Development Plan (IDP))
- Knowing what right looks like, as far as performance
- Preparing a systematic way to observe/assess performance
- Observing; identify good aspects & areas for improvement
- Preparing for feedback session
- Providing constructive feedback and or recognition
- Creating an action plan or way ahead

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Author: Army Management Staff College Subject: Sticky Note Date: 8/3/2011 10:17:40 AM
Employee Counseling is defined as a discussion between the supervisor and the employee about the real or perceived performance deficiency or job-related behavior, the employee's perception of the identified behavior, the supervisor's involvement in helping the employee correct these behaviors, and the employee's attempt to reduce or eliminate the misconduct or incompetence.

It is the process used by supervisors to review with an employee the individual's demonstrated performance and potential, often in relation to a programmed performance evaluation.


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Counseling Definition

Take a few minutes and write down your definition of the term counseling and how you could use counseling to improve employee performance and empower your workers to succeed.

Icon of Dictionary and Thesaurus) Click here to see how close you are to accepted definitions of counseling.



Click here to see how close you are to accepted definitions of counseling.

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Benefits of Counseling


Benefits of counseling are:

- Improvement in employee behavior
- Increase in productivity
- Decrease costs related to turnover, absenteeism
- Assist in understanding the situation more objectively

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Most performance problems can be resolved through effective communication between supervisors and their employees. The supervisor should communicate directly and immediately with the employee when problems or deficiencies first arise. Any delays in making an employee aware of unacceptable conduct or behavior and deficiencies in work performance may appear to sanction such behavior.

Another purpose of counseling is to identify methods to assist employees with improving. As the supervisor and leader, offer specific methods for improvement.


The objective of counseling is to improve employee behavior and clarify expectations. It is a direct approach to address personal or organizational issues negatively affecting job performance or overall behavior.

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Purpose of Counseling

Counseling is intended to:

- Communicate concerns to the employee
- Identify avenues for improvement and/or development
- Correct employee performance or behavior

 mouse over the bullet points for more information.

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As a supervisor and leader, it is your responsibility to ensure your employees know and understand your expectations and the organization's expectations. This should be done during new hire orientation and performance counseling. New hire counseling should be done within 30 days of your employee coming on board. At the beginning of the performance cycle you will need to address any changes needed or desired as the result of a possible change in mission, new objectives, etc... This is also the time of year to review or develop an Individual Development Plan (IDP). At mid year counseling, let the employee know how you assess their contribution at the half way point of the appraisal period. You must discuss their strengths and weaknesses and if improvement is needed this would be the time to discuss a course of action for improvements. End of performance counseling is probably the most difficult type of counseling since the supervisor is counseling employees on their contributions during the appraisal cycle. This is the point where you discuss with the employee how they contributed for the year.

Once you recognize that a performance problem exists, find out about what guidance the employee has been given on performance. Even though you may never need to go any further than an oral counseling session to get the employee to improve, take the time to contact human resources and find out what you need to do to take formal action later. Remember your goal is to improve the employee's performance, not to win an argument with the employee. To prepare for a counseling session with an employee, write out what acceptable performance in the job would mean. Be as specific as possible. Have some specific examples of poor performance in your notes so that you can respond to the inevitable, "What do you mean?" Do not emphasize past poor performance, though; instead, seek to clarify future good performance.

Numerous situations can require counseling such as an employee may voluntarily seek the supervisor's counsel. Never counsel an employee whose problem is beyond your ability. Most situations appropriate for supervisory counseling involve performance issues, not personal problems. Effective counseling can have positive effects such as reassurance, release of tension, clarification of thinking and improved performance.

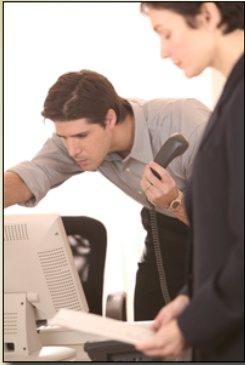
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When to Counsel

Some reasons to conduct a counseling session are:

- Establishing expectations
- When more action is required by the supervisor following feedback and coaching
- Usually minor infractions, or case of first offense by a long term employee require counseling

Click the bullet points for more information.



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Describe the changed behavior Let the employee know that you are concerned with his or her work performance. The supervisor maintains work standards by being consistent in dealing with troubled employees. Explain in very specific terms what the employee needs to do in order to perform up to the organization's expectations. Don't moralize. Restrict the conversation to job performance.

Get employee comments on the changed behavior and the reason for it Confine any negative comments to the employee's job performance. Listen and protect confidentiality.

Agree on a solution Supervisor and employee should discuss possible courses of action, **Summarize and get a commitment to change** Seek commitment from the employee to meet work standards and to get help, if necessary, with the problem. Ensure your employee understands what is need to meet your expectations.

Follow up Once the problem is resolved and a productive relationship is established, follow up is needed. As a supervisor, it is your responsibility to follow up with your employee to verify improvement in performance.


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Elements of a Counseling Session

When conducting a counseling session:

- Describe the behavior in question
- Get employee comments on the changed behavior and the reason for it
- Agree on a solution
- Summarize and get a commitment to change.
- Follow up


mouse over the bullet points for more information.

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Decision Making

Your decisions are derived from the role and responsibility of being a manager. A supervisor's decision should be a conscious choice among alternative courses of action directed toward a specific purpose.

Problem Solving

Problem solving is a special kind of decision making that involves more than a choice between courses of action. With problem solving, it involves identifying the cause of a problem and developing ways to correct or remove the cause. Learning to identify problems and developing effective solutions is one of the biggest challenges any supervisor faces. At the same time, the skill with which you deal with problems on the job has a direct impact on your effectiveness as a supervisor and on your career success.

Active Listening

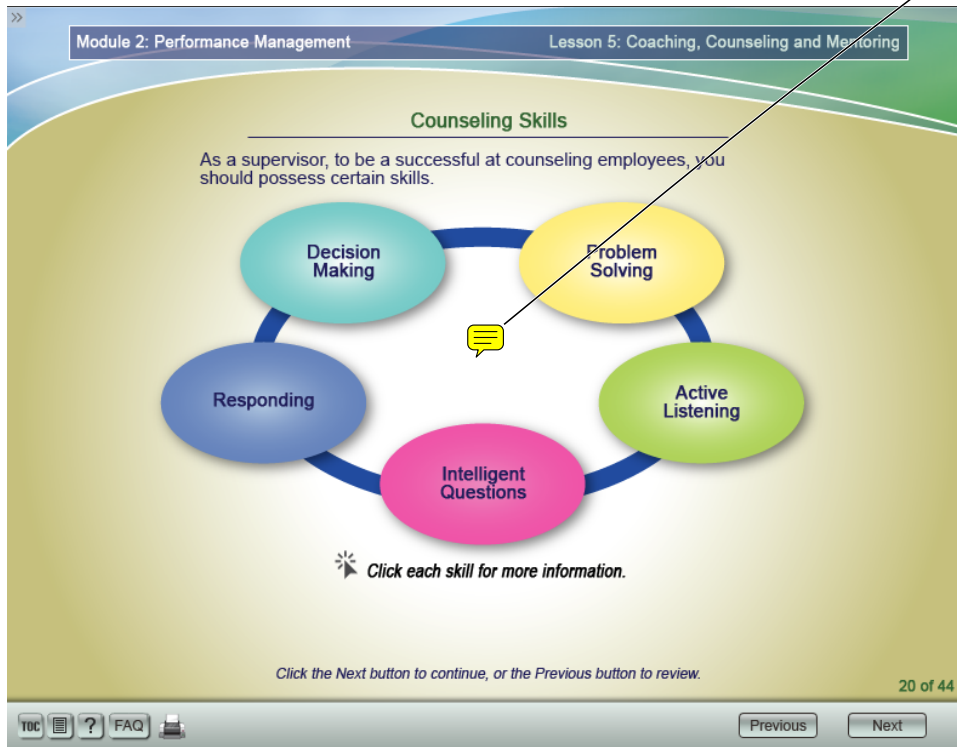
Active listening involves attentively listening to the words an employee is saying and observing the nonverbal behaviors an employee's manner to address internalized thoughts and feelings.

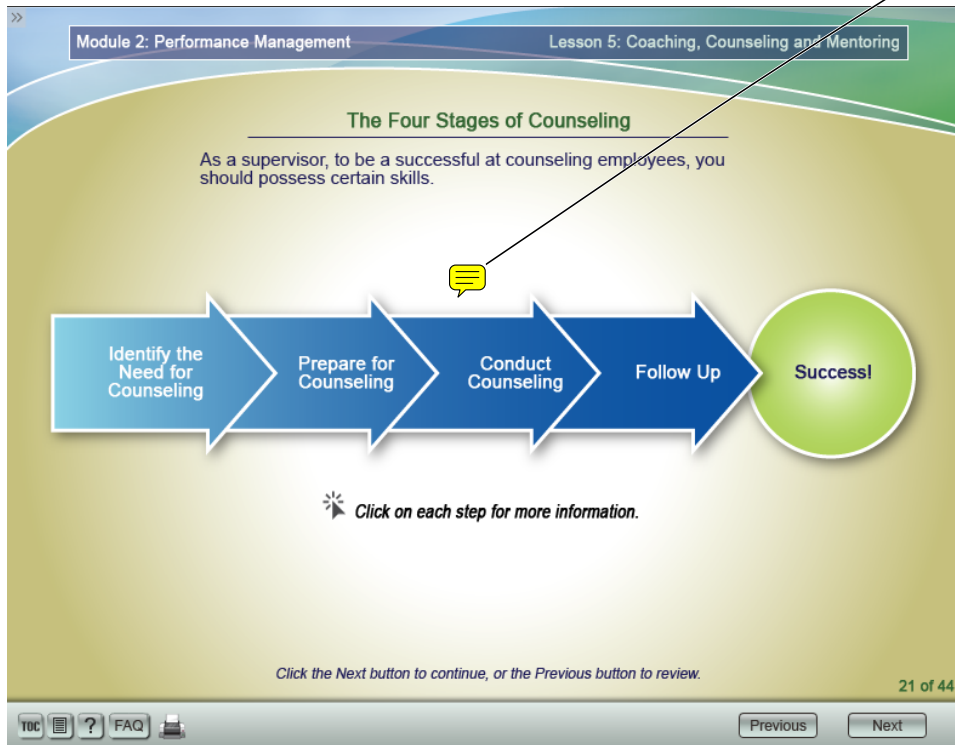
Asking Intelligent Questions

Questioning should be open-ended. Well-posed questions may help verify understanding, encouraging further explanation or help move an employee through stages of the counseling session.

Responding

Responding to the employee verbally and non-verbally. Verbal responses should consist of summarizing, interpreting and clarifying communicated messages. Refrain from smothering the employee by over-talking him or her and avoid constant interruptions.



**Identify the need for counseling**

Identifying the need for counseling is not just an identification of a "bad" or "good" instance. Proper counseling can and should be used in the context of improving the tasks we perform on a daily basis. This is not to say that you will have time to formally counsel each individual when conducting training, or that you will even have the opportunity. But we should strive to do this as much as possible. Remember, the quality time you spend in the developmental phase will pay off ten fold in two, five, even ten years down the road.

Prepare for Counseling

- Select a suitable place
- Schedule the time
- Notify the subordinate well in advance
- Organize information
- Outline the counseling session components
- Plan your counseling strategy
- Establish the right atmosphere

Conduct Counseling

- Open the session
- Discuss the issue
- Develop the plan of action
- Record and close the session

As the supervisor, ensure that you support your employees to implement their plan of action, review their plan of action to determine if the desired results were achieved, and amend the plan of action if required.

Follow Up

The follow-up is in many ways the most important part of counseling. Without an effective follow-up, the rest of your counseling could be ineffective and many ways incomplete. The follow-up is the method we use to ensure that the plan of action was being adhered to, or is even attaining the desired effect. If it is not meeting with the desired effect, changes need to be made and recorded.

One mistake is not being flexible with your counseling method. All employees can not be counseled by using the same style. As a leader, you will have to determine what style is appropriate for the situation to best meet the needs of the employee.


Another mistake the leaders make when counseling is not following up after the counseling session. Be sure to schedule a follow up session with the employee. The follow-up session has two major purposes: acknowledge performance that has improved, and address performance that has not improved. If the employee performance improves, during the follow-up session make sure you describe improved performance. If the employee performance does not improve, describe insufficient improvement and ask the employee to explain. Listen and discuss solutions. State consequences of continued unacceptable behavior. Set a new follow-up date.

Another mistake is not keeping the counseling confidential. This is a critical part of employee counseling. As a supervisor, make sure you have your counseling meetings in a confidential area without distractions. Supervisors should not counsel employees or give corrective action to an employee with others listening.

Accusing an employee before learning all the facts of a situation is another common mistake supervisors make. For example, if an employee's behavioral problem involves more than one employee, it is important to not have a counseling document pre-written going into the meeting, especially if the purpose of the meeting is fact-finding. If you do this, employees may draw conclusions, such as the supervisor does not care about finding out the facts or does not want to hear both sides of the story. Get the facts—who, what, when, where, why—and be open to further fact finding if necessary.

Treat all employees consistently and fairly. For instances, do not overly counsel one employee and then come across as friendlier to another employee. Treat all employees in an unbiased and consistent manner. This approach is not only a human resource best, it also helps avoid potential legal ramifications.


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Common Counseling Mistakes

Employee counseling can be one of the most difficult aspects of being a good supervisor. The employee counseling process can be an uncomfortable process for both employees and supervisors. There are some common mistakes that supervisors make when counseling employees:

- Being inflexible with counseling methods
- Improper follow-up
- Not being mindful of confidentiality
- Not having all the facts
- Not treating all employees equally

 Click the bullet points for more information.

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Counseling Recap



Counseling can benefit you as a supervisor because it:

- Improvement in employee behavior
- Increase in productivity
- Decrease costs related to turnover, absenteeism
- Assist in understanding the situation more objectively

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Counseling Recap, Continued

The right way to mentor includes:

- Communicating with the employee that you have a concern
- Seeking the reason behind behavior
- Being flexible in your method of counseling
- Observing, identifying good aspects and areas of improvement
- Agreeing with the employee on a course of action to correct the behavior
- Provide feedback

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Mentoring is a developmental, caring, sharing, and helping relationship where one person invests time, know-how, and effort in enhancing another person's growth, knowledge, and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future.



More specifically, a mentor is described as anyone who has a beneficial life- or style-altering effect on another person, generally as a result of a personal one-on-one contact; one who offers knowledge, insight, perspective, or wisdom that is helpful to another person in a relationship which goes beyond duty or obligation.

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Mentoring Definition

Mentoring has been identified as an important influence in professional development in both the public and private sectors. Leaders must remember that they can mentor personnel in a positive or negative way depending on how they live the organization's value and function as a leader.



[Click here to see how close you are to accepted definitions of mentoring.](#)

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A woman with dark hair, wearing a dark blazer, is sitting at a desk. She is smiling and looking towards the camera. On the desk, there is a computer monitor, a lamp with a yellow shade, and some papers.

Mentoring – Why do we Care?

Some of the reasons that you need to care about mentoring are that it is:

- Required by the 2010 National Defense Authorization Act
- Characteristic of good leadership
- Facilitates closing competency gaps
- Evidence of a caring employer, and is good for the organization

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Traditional Mentoring:

Focuses primarily on the protégé, examining the career path through goal setting, with overall development of the individual as the focus. This type of mentoring is a process where the mentor and protégé join together by their own volition. Voluntary, personal, responsive, loose, flexible; Is probably the type of mentoring connection most people can relate to and have previously experienced. The relationship is built on mutual trust, respect, and sharing of ideas & experiences.

Planned Mentoring:

Focuses primarily on the goals and needs of the organization. Organization goals increase productivity, reduce turnover and results in benefits to both the organization and the individual. Planned mentoring promotes a formal business approach to the relationship so there is little or no social interaction. This type of mentoring is productive, long-term, institutionalized, and needs driven.

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Types of Mentoring

Traditional Mentoring (Informal)

Planned Mentoring (Formal)

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Effectiveness of a Mentoring Program

The effectiveness of a mentoring program is based on:

- Mutual respect
- Trust and loyalty
- Communication
- Availability
- Responsibility
- Time

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Benefits of Mentoring

Mentoring helps new employees acclimate to the job and company culture more quickly. As a supervisor, you can retain your most promising leaders through formal mentoring. Mentoring:

- Improves / increases employee satisfaction, morale, confidence, esprit d' corps, etc.
- Increases retention / reduces turnover
- Increases employee loyalty and commitment
- Improves quality of future supervisors, managers and leaders
- Improves productivity
- Develops individual and group competence

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Coaching Versus Mentoring

Coaching	Mentoring
<ul style="list-style-type: none">• A means for learning and development	<ul style="list-style-type: none">• Usually a highly personal relationship
<ul style="list-style-type: none">• Guiding someone toward her or his performance goals	<ul style="list-style-type: none">• High degree of positive personal regard between the two parties
<ul style="list-style-type: none">• The mutual sharing of experiences and opinions to create agreed-upon outcomes	<ul style="list-style-type: none">• No clear end date, often a life-long relationship
<ul style="list-style-type: none">• About inspiring and supporting another person	<ul style="list-style-type: none">• Sharing of confidential personal stories of experiences
<ul style="list-style-type: none">• Collaborating	<ul style="list-style-type: none">• Advice-based information
	<ul style="list-style-type: none">• Open-ended nature of discussions is often characteristic
	<ul style="list-style-type: none">• Creates opportunities, provides introductions, etc.

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A photograph showing four people (three men and one woman) sitting in a circle on white chairs, engaged in a discussion. They are in a bright, modern office setting with large windows in the background.

Organizational Impact

The skill, knowledge and behavior of your workforce are critical to meet organizational requirements. Mentoring provides one method of cultivating the critical individual skills needed to achieve larger organizational objectives. Mentoring will impact your organization by:

- Createing a mentoring culture, which continuously promotes individual employee growth and development
- Elevating knowledge transfer from just getting the information to retaining the practical experience and wisdom of long-term employees
- Enhancing professional and personal development
- Linking employees with valuable knowledge and information to other employees in need of such information

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Author: Army Management Staff College Subject: Sticky Note Date: 8/3/2011 10:17:40 AM
As a supervisor, one of the greatest gifts you can give your employees is sharing your knowledge and experience. Showing your employees firsthand how you have managed a certain situation is far more effective than just talking them through it.

Mentoring is crucial to developing and retaining employees. Mentors give advice on a spectrum of topics, ranging from specific skills to broader issues of career direction. Employees gain sound guidance, access to established networks, and enhanced personal and professional perspectives. Though mentoring happens naturally to some degree, it can be promoted by matching seasoned employees with employees who are new to the their job.

Most often the responsibility of a mentor is associated with serving as advisor to a new employee. However, persons interested in changing career fields might seek out a mentor. An employee with concerns about advancement within the organization might seek out a mentor to assist in his or her professional growth.


Giving feedback is important in terms of increasing the employee's self awareness, particularly with regards to strengths and weaknesses. If properly given, feedback results in greater rapport between the supervisor and employee. Positive feedback comes in the form of, "I think you did a good job with the meeting." It tends to be from the perspective of the giver. Negative or constructive feedback is turned around. These are "you" statements. "You need to create an agenda for each meeting."


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Responsibilities of the Mentor

A mentor should:

- Share organizational insight
- Expand the employee's network
- Assist the employee with setting development goals
- Provide developmental feedback

 *mouse over the bullet points for more information.*



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Listen actively – Be careful to process everything the employee is saying. Watch body language, maintain eye contact, and understand which topics are difficult for the mentee to discuss. Showing someone that you're listening is a valuable skill in itself. It shows that you value what the person is saying and that you won't interrupt them. This requires patience, and a willingness to delay judgment.

Ask the right questions – The best mentors ask questions that make the employee do the thinking. However, this isn't as easy as it sounds. A simple guide is to think of what you want to tell the mentee, and to find a question that will help the employee come to the same conclusion on their own. To do this, try asking open questions that cannot be answered with just yes or no. Or ask more direct questions that offer several answer options. Then ask the mentee why they chose that particular answer.

Provide feedback – Do this in a way that accurately and objectively summarizes what you've heard, but also interprets things in a way that adds value for the mentee. In particular, use feedback to show that you understand what the mentee's thinking approach has been. This is key to helping the employee see a situation from another perspective.


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Mentoring Skills

As a supervisor, it is important to possess key mentoring skills in order to be effective as a mentor. These skills include:

- Listening actively
- Asking the right questions
- Providing feedback

 mouse over the bullet points for more information.

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Established for an introductory period to meet specific organizational objectives (e.g., pairing a new employee with a senior person to "learn the ropes")

Used for succession planning (e.g., grooming someone to take over a departing persons job)

A "one shot" or spontaneous occasional or as-needed coaching/counseling

Being available as needed (e.g., friendship)


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Mentoring Relationships

Mentoring relationships can be:

- Highly structured, short term
- Highly structured, long term
- Informal, short term
- Informal, long term

 mouse over the bullet points for more information.

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People Oriented:

One who is genuinely interested in people and has a desire to help others develop and grow. A successful mentor is one who provides adequate time with the mentee and has "good people skills" and knows how to effectively communicate and actively listen. A mentor must also be able to resolve conflicts and give appropriate feedback.

Good Motivator:

A mentor needs to be able to motivate a mentee through encouraging feedback and challenging work assignments.

Effective Teacher:

A mentor must thoroughly understand skills required by the mentee's position and goals, and be able to effectively teach these skills to his or her mentee. A mentor must not only teach the "skills of the trade," but also manage the learning of the mentee.

Technical Excellence:

A successful mentor is usually one who has been successful in their field of expertise and possesses the educational background and experience needed for achievement.

Respects Others:

A mentor is one who shows respect for another's well-being. A mentor should learn to accept a mentee's weaknesses and minor flaws, just as the mentee must learn to accept the weaknesses and flaws of the mentor.



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The Dos and Don'ts of Mentoring

Dos	Don'ts
• Maintain regular contact	• Expect to have all the answers
• Always be honest	• Be judgmental of your mentee
• Help the mentee access resources and expand their network	• Practice excessive gift giving
• Be clear about your expectations and boundaries	• Be overwhelmed by the mentees problems
• Respect confidentiality	
• If the relationship seems to stall, hang in there	

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Author: Army Management Staff College Subject: Sticky Note Date: 8/3/2011 10:17:40 AM

A mentor needs to be older than the mentee. Although this is often the case, it is not true all of the time. Mentors are people with more experience who lend advice, guidance, encouragement and support to an individual with less experience. There are many situations in which a younger Mentor might be matched with an older Mentee. A professional with many years of experience in the workforce may look to a younger person for tips on the latest technology. Similarly, someone starting a second or third career may be older, yet have less experience in their new field, than a younger Mentor. Regardless of age, both Mentees and Mentors learn new things and develop their capabilities in a mentoring relationship.

Mentoring requires a greater time commitment than workers can afford. A best practice of 2-4 hours per month for a period of 6 months or more is often used in formal programs. This has been proven to be the time needed for the development of an effective mentoring relationship and for 4-6 goals to be accomplished. With the increased demands on everyone's time it is easy to build flexibility into a mentoring relationship by choosing to communicate via in-person meetings, over the phone or online (or a combination of all three) – whatever works best for the individuals.

Your boss is my mentor.

In some cases, this is true. However, it can be difficult to have your direct supervisor as a Mentor. For mentoring to be effective, there must be an environment of trust, honesty, balance, confidentiality and open dialogue. Mentees may not feel completely comfortable sharing their doubts, fears or future career plans with their current boss. Mentors on the other hand, may feel conflicted when they cannot separate information disclosed by a Mentee when making decisions about performance reviews, giving a promotion or a raise to the employee. When you have a Mentor-Mentee relationship with your boss it is great, however, an external Mentor may be able to offer objective advice as an individual outside of your organization on such topics as office politics, seeking advancement or dealing with a difficult client.


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Mentoring Myths

Some common mentoring myths are:

- A mentor needs to be older than the mentee
- Mentoring requires a greater time commitment than workers can afford
- My boss is my mentor

 Click the bullet points for more information.



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Mentoring Recap


Mentoring can benefit you as a supervisor because it:

- Improves / increases employee satisfaction, morale, confidence, esprit d' corps, etc.
- Increases retention / reduces turnover
- Increases employee loyalty and commitment
- Improves quality of future supervisors, managers and leaders
- Improves productivity
- Develops individual and group competence

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Mentoring Recap, Continued

The right way to mentor includes:

- Sharing personal stories of experience
- Providing access to resources and expand mentee's network
- Using opportunity for succession planning
- Providing feedback
- Creating an action plan or way ahead to accomplish goals

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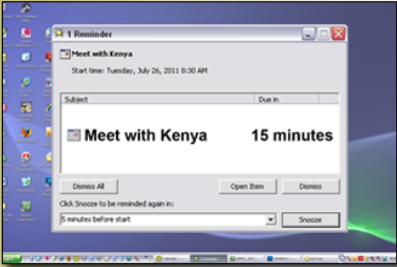
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The screenshot shows a Windows desktop with a taskbar at the bottom. A reminder window is open, titled 'Meet with Kenya'. It displays 'Start time: Tuesday, July 26, 2011 9:30 AM' and 'Due in: 15 minutes'. The window has buttons for 'Dismiss All', 'Open Item', and 'Dismiss'. Below these, it says 'Click Snooze to be reminded again in:' followed by a dropdown menu set to '5 minutes before start' and a 'Snooze' button.

Supervisor Scenario Revisited

Now that you have a better understanding of mentoring, coaching and counseling, let's revisit the earlier scenario where you met with Kenya about Juan's violations of the dress code policy.

Look at your notes. Which supervisory response did you select as the best choice?

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Leadership Application

NOT A GOOD CHOICE: You tell Kenya "This is a good opportunity for you to more directly coach Juan on the problem in order to change his behavior."

NOT THE BEST CHOICE: You tell Kenya "This is a good opportunity for you to mentor Juan."

THE BEST CHOICE: You tell Kenya "This is a good opportunity for you to counsel Juan on the situation in order to change his behavior."

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Additional Considerations to Research

1. What are the implications if you use the incorrect method of developing your employee?
2. What issues can a supervisor not counsel an employee on?
3. What are the local policies on coaching, counseling, and mentoring an employee?

 [Click here](#) to open a PDF file of this list. You can then print it and add it to your Supervisor Development Folder.

 **Remember you can always click the FAQ button to help you find answers.**

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Lesson Takeaways

You have completed the Mentoring, Coaching and Counseling lesson. As a supervisor, it's important that you understand that:

- Mentoring, coaching and counseling have the same outcome but are uniquely different
- Mentoring, coaching and counseling are important to increase employees' skills, performance, and productivity
- Quality programs for mentoring, coaching and counseling build a trust and confidence in personnel at all levels, and add credibility to the organization's leadership



Click image for Supervisor Reflections

Do you have a thorough understanding of the Lesson Takeaways? Do you still need to do some reading about the Additional Considerations listed on the previous screen? If you feel confident about your knowledge of Employee Training and Development, proceed to the next lesson. If not, use the flyout menu to review, or use the Reference tool or FAQ tool to gain more knowledge.

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A digital certificate with a blue border and a gold seal. The text reads: 'CERTIFICATE OF Completion', 'THIS AWARD IS GIVEN TO', 'You', 'IN RECOGNITION OF SKILLS GAINED BY', 'PARTICIPATION IN THE AWT MANAGEMENT', 'STAFF COLLEGE'S S.D.C. LESSON'.

Lesson Complete!

Congratulations, you have completed the Coaching, Counseling and Mentoring lesson. Exit this lesson to continue with the Supervisor Development Course. Remember, you can always come back to this lesson to review.

Congratulations!

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