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FOASPS/ WAPHF
Fédération Ouest Africaine du Secteur Privé de la Santé
West Africa Private Healthcare Federation
Federacao Oeste Africana do Setor Privado de Saude

Coaching & mentoring Capacity Building Tools



Participants' Manual

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SYNOPSIS OF THE PROGRAM

Program's title	Developing coaching and mentoring capacity and skills
Target groups	<p>Various categories of FOASPS/ WAPHF's members</p> <ul style="list-style-type: none"> ○ Permanent Secretariat staff in supervision role (especially technical assistants) ○ FOASPS/ WAPHF's Board members ○ Country Federations' secretariat staff in supervision positions ○ Executives of Country Federations ○ Partners' Executive and staff in supervision positions ○ External clients' Executive and staff in supervision positions
Program's objectives	<p>Overall objectives:</p> <ul style="list-style-type: none"> ○ Strengthen the coaches' capacity of participants and equip them to become promoters of the professional growth of their supervisees and counterparts <p>Specific objectives:</p> <ul style="list-style-type: none"> ○ Leverage participants' understanding in regards to the most recent theories and concepts about coaching ○ Increase participants' understanding about the connections and differences between coaching and other supervisees' development tools (mentoring, counselling, training, consulting, etc.) ○ Clarify the various tools and steps in a successful coaching experience ○ Practice some key tools during the course of the program and after the program ○ Carry out a coaching agreement with a selected coachee and produce an end of program report
Breakdown of the program	<p>1. Pre workshop assignment, including:</p> <ul style="list-style-type: none"> - Pre readings - Self-tests (Emotional intelligence text, what kind of help do I need?) - Identification of potential coaching clients to support some exercises during the program) <p>2. 3-day face-to-face workshop built around the following approaches:</p> <ul style="list-style-type: none"> - Methodology combining plenary sessions and groups works, - PPT presentation - Utilization of various online facilities (storytelling to introduce case studies, white board brainstorming's, etc.) <p>3. Virtual individual sessions for continuous learning and certifications to higher levels:</p> <ul style="list-style-type: none"> - Objectif: apply/ demonstrate some coaching skills during the experiencing component of the learning journey - Condition: this will be done under the supervision/ coaching of Facilitators
Special comment	<p>NB: This program is designed to deliver three levels of certification</p> <ul style="list-style-type: none"> - Bronze Certificate: to all participants who have completed the program; - Silver Certificate: to those who decide to put into practice the competencies acquired and conduct a six (6) months coaching program with a selected client coachee. - Gold Certificate: after an additional six (6) months and submission of a report indicating the coaching work done with two other client coachees.

Handout N° 2

AGENDA OF THE FACE-TO-FACE WORKSHOP

Days & Times	Session's title	Session's objectives	Observations/ Main tools
Day 1 08:30 – 09:30 (½-1 hour)	1. Opening session	Create the initial dynamic for a shared learning experience for participants and facilitators	Self-introduction exercise: This is my totem: the animal that describes me... (based on a series of animals shown on a screen share)
09:30 – 10:00	Tea break		
Day 1 10:00 – 11:00 (2-4 hours)	2. Debriefing of the pre workshop assignments	Create an opportunity for participants to share the lessons learnt while preparing the workshop and disclose their expectations for this workshop NB: This session will combine a plenary and a group work	Some debrief questions: - How was the preparation for you? - What did you discover on yourself and on the concept of coaching? - What lessons could you share with us? NB: Introduce the emotional intelligence exercise here if it had not been done during the pre-workshop
Day 1 11:00 – 13:00 (3-4 hours)	3. What is coaching and why not something else?	Give participants a space to discuss concepts, theories and perspectives about coaching and analyze its interest in the professional/ career development	PPT presentations on: - Definition of coaching - Difference between coaching and other means for capacity development
13:00 – 14:00:	Lunch		
14:00 – 16:00	What is coaching and why not something else? (Cont.)		
Day 2 08:30 – 09:00:	Review day 1		
Day 2 09:00 – 10:30 (2-3 hours)	4. Coaching: a partnership involving many parties	Helping participants to have a clear view on the various people interested by the coaching experiences even	PPT presentations on: - Who are the stakeholders in a coaching and mentoring experience?
10:30 – 11:00:	Tea break		

11:00 - 13:00	Coaching: a partnership involving many parties (Cont.)	when happening between two people	<ul style="list-style-type: none"> - What may be their interests and how to address them? - The coaching agreement. <p>Exercise: Drafting the coaching agreement</p>
13:00 – 14:00:	Lunch		
Day 2 14:00 – 16:00 (3-4 hours)	5. Coaching tools and ways of proceeding	Respond to the question “How do I carry out a coaching service and what are the key steps?”	<p>PPT presentations on:</p> <ul style="list-style-type: none"> - Steps in a coaching service: from the decision to the evaluation and report - Setting the agenda for a coaching session - Who decide on the topics for discussion - Responsibilities of each partner during the coaching session - Approaches based on the clients need and emotional statutes (intelligence)
Day 3 08:30 – 09:00:	Review Day 2		
Day 3 09:00 – 10:30 (3-4 hours)	6. Exercises and practices	Give participants some key opportunities to practice coaching around role plays exercises	<p>PPT presentations on:</p> <ul style="list-style-type: none"> - The situation/ context for the role play - Assignment to every participant (the coach, the coachee and the observer) - Exercise (Role play) - Debriefing session and lessons learnt
10:30 – 11:00:	Tea break		
11:00 - 13:00	Exercises and practices (Cont.)		
Day 3 13:00 – 14:00:	Lunch		
Day 3 14:00 – 15:00 (½-1 hour)	7. Ways forward	Provide to participants key information about the next steps toward the continuous learning and targeting other levels of certification	<p>PPT presentations on:</p> <ul style="list-style-type: none"> - The multi-level certification process - The support available (The mentors) - The resources available - List of courses (online and face-to-face)

NB: In a face-to-face mode, this program can be covered in 2 or 3 full days. But in virtual mode, it can be carried out in 5 half days.

Handout N° 3

AGENDA OF THE VIRTUAL WORKSHOP

Duration	Session's title	Session's objectives	Observations/ Main tools
½-1 hour	1- Opening session	Create the initial dynamic for a shared learning experience for participants and facilitators	Self-introduction exercise: This is my totem: the animal that describes me... (based on a series of animals shown on a screen share)
2-3 hours	2- Debriefing of the pre workshop assignments	Create an opportunity for participants to share the lessons learnt when preparing the workshop and disclose their expectations for this workshop NB: This session will combine a plenary and a group work	Some debrief questions: <ul style="list-style-type: none"> - How was the preparation for you? - What did you discover on yourself and on the concept of coaching? - What lessons could you share with us? NB: Introduce the emotional intelligence exercise here if it had not been done during the pre-workshop
3-4 hours	3- What is coaching and why not something else?	Give participants a space to discuss concepts, theories and perspectives about coaching and analyze its interest in the professional/ career development	PPT presentations on: <ul style="list-style-type: none"> - Definition of coaching - Difference between coaching and other means for capacity development -
2-3 hours	4- Coaching: a partnership involving many parties	Helping participants to have a clear view on the various people interested by the coaching experiences even when happening between two people	PPT presentations on: <ul style="list-style-type: none"> - Who are the stakeholders in a coaching and mentoring experience? - What may be their interests and how to address them? - The coaching agreement. Exercise: Drafting the coaching agreement
3-4 hours	5- Coaching tools and ways of proceeding	Respond to the question "How do I carry out a coaching service and what are the key steps?"	PPT presentations on: <ul style="list-style-type: none"> - Steps in a coaching service: from the decision to the evaluation and report - Setting the agenda for a coaching session - Who decide on the topics for discussion

			<ul style="list-style-type: none"> - Responsibilities of each partner during the coaching session - Approaches based on the clients need and emotional statues (intelligence)
3-4 hours	6- Exercises and practices	Give participants some key opportunities to practice coaching around role plays exercises	PPT presentations on: <ul style="list-style-type: none"> - The situation/ context for the role play - Assignment to every participant (the coach, the coachee and the observer) - Exercise (Role play) - Debriefing session and lessons learnt
½-1 hour	7- Ways forward	Provide to participants key information about the next steps toward the continuous learning and targeting other levels of certification	PPT presentations on: <ul style="list-style-type: none"> - The multi-level certification process - The support available (The mentors) - The resources available - List of courses (online and face-to-face)



*Just when the
caterpillar thought
the world was over,
it became a
butterfly...*
~proverb

Reading N° 1

The International Coaching Federation (ICF) was created 25 years ago to give credibility to an emerging profession and give coaches a place to connect with one another. Today ICF is more than a membership organization for trained professional coaches – It's bringing together, in one place, several key aspects of the growing coaching industry. The following reading is borrowed from ICF's

Website: <https://coachingfederation.org/>

What is coaching?

The International Coaching Federation (ICF) defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. The results can be life changing. Clients often say they've created a new outlook on life – finding inspiration, courage, confidence, and answers to long-burning questions within themselves.

ICF Code of Ethics

The ICF Code of Ethics describes the ICF core values, ethical principles and ethical standards of behavior for all ICF Professionals. ICF implemented the current version of the Code in January 2020.

The Code of Ethics is composed of five (5) main parts:

I. Introduction

The ICF Code of Ethics describes the core values of the International Coaching Federation (ICF Core Values), and ethical principles and ethical standards of behavior for all ICF Professionals (see definitions). Meeting these ICF ethical standards of behavior is the first of the ICF core coaching competencies (ICF Core Competencies). That is “Demonstrates ethical practice: understands and consistently applies coaching ethics and standards.”

The ICF Code of Ethics serves to uphold the integrity of ICF and the global coaching profession by:

- Setting standards of conduct consistent with ICF core values and ethical principles.
- Guiding ethical reflection, education, and decision-making
- Adjudicating and preserving ICF coach standards through the ICF Ethical Conduct Review (ECR) process
- Providing the basis for ICF ethics training in ICF-accredited programs

The ICF Code of Ethics applies when ICF Professionals represent themselves as such, in any kind of coaching-related interaction. This is regardless of whether a coaching Relationship (see definitions) has been established. This Code articulates the ethical obligations of ICF Professionals who are acting in their different roles as coach, coach supervisor, mentor coach, trainer or student coach-in-training, or serving in an ICF Leadership role, as well as Support Personnel (see definitions).

Although the Ethical Conduct Review (ECR) process is only applicable to ICF Professionals, as is the Pledge, the ICF Staff are also committed to ethical conduct and the Core Values and Ethical Principles that underpin this ICF code of ethics. The challenge of working ethically means that members will inevitably encounter situations that require responses to unexpected issues, resolution of dilemmas and solutions to problems. This Code of Ethics is intended to assist those persons subject to the Code by directing them to the variety of ethical factors that may need to be taken into consideration and helping to identify alternative ways of approaching ethical behavior.

ICF Professionals who accept the Code of Ethics strive to be ethical, even when doing so involves making difficult decisions or acting courageously.

2. Key Definitions

- “Client” - the individual or team/group being coached, the coach being mentored or supervised, or the coach or the student coach being trained.
- “Coaching” - partnering with Clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.
- “Coaching Relationship” - a relationship that is established by the ICF Professional and the Client(s)/Sponsor(s) under an agreement or a contract that defines the responsibilities and expectations of each party.
- “Code” - ICF Code of Ethics
- “Confidentiality” - protection of any information obtained around the coaching engagement unless consent to release is given.
- “Conflict of Interest” - a situation in which an ICF Professional is involved in multiple interests when serving one interest could work against or be in conflict with another. This could be financial, personal or otherwise.
- “Equality” - a situation in which all people experience inclusion, access to resources and opportunity, regardless of their race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, religion, immigration status, mental or physical disability, and other areas of human difference.
- “ICF Professional” - individuals who represent themselves as an ICF Member or ICF Credential-holder, in roles including but not limited to Coach, Coach Supervisor, Mentor Coach, Coach Trainer, and Student of Coaching
- “ICF Staff” - the ICF support personnel who are contracted by the managing company that provides professional management and administrative services on behalf of ICF.
- “Internal Coach” - an individual who is employed within an organization and coaches either part-time or full-time the employees of that organization.
- “Sponsor” - the entity (including its representatives) paying for and/or arranging or defining the coaching services to be provided.
- “Support Personnel” - the people who work for ICF Professionals in support of their clients.
- “Systemic equality” - gender equality, race equality and other forms of equality that are institutionalized in the ethics, core values, policies, structures, and cultures of communities, organizations, nations and society.

3. ICF Core Values and Ethical Principles

The ICF Code of Ethics is based on the ICF Core Values and the actions that flow from them. All values are equally important and support one another. These values are aspirational and should be used as a way to understand and interpret the standards. All ICF Professionals are expected to showcase and propagate these Values in all their interactions.

4. Ethical Standards

The following ethical standards are applied to the professional activities of ICF Professionals:

Section I – Responsibility to Clients

As an ICF Professional, I:

1. Explain and ensure that, prior to or at the initial meeting, my coaching Client(s) and Sponsor(s) understand the nature and potential value of coaching, the nature and limits of confidentiality, financial arrangements, and any other terms of the coaching agreement.
2. Create an agreement / contract regarding the roles, responsibilities and rights of all parties involved with my client(s) and Sponsor(s) prior to the commencement of services.
3. Maintain the strictest levels of confidentiality with all parties as agreed upon. I am aware of and agree to comply with all applicable laws that pertain to personal data and communications.
4. Have a clear understanding about how information is exchanged among all parties involved during all coaching interactions.
5. Have a clear understanding with both Clients and Sponsors or interested parties about the conditions under which information will not be kept confidential (e.g., illegal activity, if required by law, pursuant to valid court order or subpoena; imminent or likely risk of danger to self or others; etc.). Where I reasonably believe one of the above circumstances is applicable, I may need to inform appropriate authorities. ICF Code of Ethics
6. When working as an Internal Coach, manage conflicts of interest or potential conflicts of interest with my coaching Client(s) and Sponsor(s) through coaching agreement(s) and ongoing dialogue. This should include addressing organizational roles, responsibilities, relationships, records, confidentiality and other reporting requirements.
7. Maintain, store and dispose of any records, including electronic files and communications, created during my professional interactions in a manner that promotes confidentiality, security and privacy, and complies with any applicable laws and agreements. Furthermore, I see to make proper use of emerging and growing technological developments that are being used in coaching services (technology-assisted coaching services) and to be aware of how various ethical standards apply to them.
8. Remain alert to indications that there might be a shift in the value received from the coaching relationship. If so, make a change in the relationship or encourage the Client(s) / Sponsor(s) to seek another coach, seek another professional or use a different resource.
9. Respect all parties' right to terminate the coaching relationship at any point for any reason during the coaching process subject to the provisions of the agreement.
10. Am sensitive to the implications of having multiple contracts and relationships with the same Client(s) and Sponsor(s) at the same time in order to avoid conflict of interest situations.
11. Am aware of and actively manage any power or status difference between the Client and me that may be caused by cultural, relational, psychological or contextual issues.
12. Disclose to my Clients the potential receipt of compensation and other benefits I may receive for referring my clients to third parties.
13. Assure consistent quality of coaching regardless of the amount or form of agreed compensation in any relationship.

Section II – Responsibility to Practice and Performance

As an ICF Professional, I:

14. Adhere to the ICF Code of Ethics in all my interactions. When I become aware of a possible breach of the Code by myself or I recognize unethical behavior in another ICF Professional, I

respectfully raise the matter with those involved. If this does not resolve the matter, I refer to a formal authority (e.g., ICF Staff) for resolution.

15. Require adherence to the ICF Code of Ethics by all Support Personnel.
16. Commit to excellence through continued personal, professional and ethical development. ICF Code of Ethics
17. Recognize my personal limitations or circumstances that may impair, conflict with or interfere with my coaching performance or my professional coaching relationships. I will reach out for support to determine the action to be taken and, if necessary, promptly seek relevant professional guidance. This may include suspending or terminating my coaching relationship(s).
18. Resolve any conflict of interest or potential conflict of interest by working through the issue with relevant parties, seeking professional assistance, or suspending temporarily or ending the professional relationship.
19. Maintain the privacy of ICF Members and use the ICF Member contact information (email addresses, telephone numbers, and so on) only as authorized by ICF or the ICF Member.

Section III – Responsibility to Professionalism

As an ICF Professional, I:

20. Identify accurately my coaching qualifications, my level of coaching competency, expertise, experience, training, certifications and ICF Credentials.
21. Make verbal and written statements that are true and accurate about what I offer as an ICF Professional, what is offered by ICF, the coaching profession and the potential value of coaching.
22. Communicate and create awareness with those who need to be informed of the ethical responsibilities established by this Code.
23. Hold responsibility for being aware of and setting clear, appropriate and culturally sensitive boundaries that govern interactions, physical or otherwise.
24. Do not participate in any sexual or romantic engagement with Client(s) or Sponsor(s). I will be ever mindful of the level of intimacy appropriate for the relationship. I take the appropriate action to address the issue or cancel the engagement.

Section IV – Responsibility to Society

As an ICF Professional, I:

25. Avoid discrimination by maintaining fairness and equality in all activities and operations, while respecting local rules and cultural practices. This includes, but is not limited to, discrimination on the basis of age, race, gender expression, ethnicity, sexual orientation, religion, national origin, disability or military status.
26. Recognize and honor the contributions and intellectual property of others, only claiming ownership of my own material. I understand that a breach of this standard may subject me to legal remedy by a third party. ICF Code of Ethics
27. Am honest and work within recognized scientific standards, applicable subject guidelines and boundaries of my competence when conducting and reporting research.
28. Am aware of my and my clients' impact on society. I adhere to the philosophy of "doing good" versus "avoiding bad."

Characteristics of an Effective Coach

Attribution to The Pennsylvania Child Welfare Resource Center for this material that we got from their website (http://www.pacwrc.pitt.edu/Curriculum/521%20SupervisorTrainingSeries-Module3-TheMiddleWorkPhase/Hndts/HO16_ChrEffCch.pdf); with our gratitude

1. An effective coach is positive.

The job of a coach is not correcting mistakes, finding fault and assessing blame. Instead, a coach's function is achieving productivity goals by coaching staff to peak performance.

For example, Case worker, Ken knows he is supposed to get certain reports in by the tenth of the month, but he never gets them done until the fourteenth or fifteenth. You have talked to him about the problem several times, but Ken still does not get the reports in on time.

Try the positive approach. It is the difference between saying, "Get those reports in by the tenth" and asking, "What do you need to do differently to get your monthly reports in by the tenth?"

The first statement reaps resentment and excuses - but no improvement in performance. The supervisor continues thinking of Ken as a problem; Ken goes on thinking of the supervisor as a jerk.

The second approach can get the agency what it wants - the reports turned in on time. And the supervisor has a shot at winning the bonus prize - a worker with a more cooperative attitude and improved time management skills to apply to the next task.

2. An effective coach is enthusiastic.

As leaders, supervisors and managers set the tone. Their attitude is catching. Project gloom and doom, and you will get gloom and doom back from your staff. The supervisor who fabricates reasons why things will not work out is never disappointed by staff. Bring positive energy to every encounter.

3. An effective coach is supportive.

Being supportive means a lot more than providing an encouraging word and a pat on the back. The job of a coach is to get staff what they need to do their jobs well, including tools, time, training, answers to questions and protection from outside interference. To lead, one must serve, anticipating needs and preventing problems from happening.

4. An effective coach is trusting.

Does a supervisor or manager expect workers to be infallible, performing their jobs on time, every time, with no errors? Of course not. Everybody makes mistakes. Staff have good days and not-so-good days, times of peak efficiency and times when they slide into a stupor. Staff members are human, a characteristic they share with their coach.

Good coaches trust staff to be conscientious, to tell the truth and to give a reasonable day's work for a day's pay. Most people are conscientious and honest, with an inherent desire to do their jobs well. And when they see the supervisor or manager applying high standards to

their own conduct, they will be even more likely to do the same. Tell staff what to do and then clear out and let them do it.

"Trusting" should not be confused with "gullible." Supervisors and managers will have their share of behavior problems, personnel conflicts, and incompetence to deal with. However, do not assume the negative. Side solidly with the workers until and unless they give compelling reason not to. When there is a problem, work with the employee to correct it. You will wind up with a better employee -- and a loyal one, too.

5. An effective coach is focused.

Effective communication is specific and focused. Deal in particulars. Keep the task manageable. You are far more likely to get action if an employee leaves your office focused on resolving the issue at hand.

6. An effective coach is goal-oriented.

Base assignments on clear, definable goals. Tie specific tasks to those goals. Communicate those goals to the people who actually have to do the work.

For example, if a worker leaves the supervisor's office pondering "Why does she want me to do that?" after the supervisor explained an assignment, the supervisor has only done half the job. The supervisor gave the "what" but not the "why."

7. An effective coach is observant.

Tom Peters (author of *A Passion for Excellence*, etc.) talks of "management by walking around." According to Peters, it is not good enough to sit in your office even if your "door is always open." Supervisors and managers need to get out and mingle with the staff.

In addition, though, they need to pay attention. Being observant means more than just keeping your eyes and ears open. Supervisors and managers need to be aware of what is not said as well as what is, and pick up on body movements and tone of voice. A supervisor who is paying attention, will not have to wait for somebody to tell him about a problem.

A good tip is to be obviously observant. Staff should know that the supervisor is observant and paying attention. The supervisor maintains eye contact. When they are out and about the office observing, he makes sure employees know he's there. Nobody likes a spy.

8. An effective coach is respectful.

Equity requires equal access to jobs, pay and advancement regardless of issues such as race, religion, ethnicity, or gender. However, it goes beyond that to a work environment where co-workers abandon limiting stereotypes and expectations, and respect each other as individuals. In the culturally competent agency, differences are not just tolerated, they are celebrated. This is the case because everybody benefits from those differences.

Respect everyone around. Respect their rights as employees and as human beings. It can be as simple as avoiding making assumptions. It can be as complex as learning that a gesture made frequently to indicate approval comes across as demeaning to someone from another culture. The good supervisor gets to know the workers and treats them all as individuals with respect.

9. An effective coach is patient.

Patience is not just a virtue; it is a survival skill in the workplace. Staff are not stupid, and they are not trying to drive their supervisor or manager crazy. They are busy, and they are preoccupied, just as the supervisor is.

Tell them again, but find other words to do so. Use a new approach and ask them to explain the instructions to you, as if you were a new worker. That will show that they understand the directions and it will help them internalize those directions. As the old saying goes, "To teach is to learn twice."

10. An effective coach is clear.

If the worker did not hear it right, maybe it is because the supervisor or manager did not say it right.

For example, I explain something to you, but you do not understand, so I repeat it, using essentially the same words, only louder and/or more slowly. The scenario continues, with both of us getting frustrated, angry and further apart.

Whose fault is it? Yours, for not understanding? Or mine, for failing to find a more effective way to communicate? It does not matter whose fault it is. You and I are not connecting.

The bottom line is if you are trying to communicate and the other person does not understand, take responsibility for making the connection. Do not make matters worse by just repeating the same words louder or more slowly.

11. An effective coach is assertive.

While supervisors and managers are being positive, enthusiastic, supportive, trusting, focused, goal-oriented, observant, respectful, patient, and clear, they should not lose sight of this critical fact of organizational life - supervisors have to supervise, managers have to manage. Being a good coach does not mean you are passing on your responsibility to make decisions. It means supervisors or managers are making sure that they understand what is involved in any decision, that they can communicate decisions effectively and that staff are willing and able to act on those decisions appropriately. That is how things get done.

Being assertive means maintaining a strong presence. It is acting with confidence and persistence.

Mentoring vs Coaching: The Key Differences and Benefits

Source: PushFar website, Link on the February 24, 2023:

<https://www.pushfar.com/article/mentoring-vs-coaching-the-key-differences-and-benefits/#:~:text=The%20Definitions%20of%20Coaching%20and%20Mentoring&text=A%20mentor%20is%20someone%20who,another%20to%20develop%20and%20grow.&text=A%20coach%20is%20someone%20who,them%20reach%20their%20full%20potential.>

In March 2021, PushFar and our partners at Sheridan Resolutions jointly hosted a webinar entitled 'Mentoring vs Coaching: What, Why & When'. Here is a summary.

Difference between Coaching and Mentoring

In March 2021, PushFar and our partners at Sheridan Resolutions jointly hosted a webinar entitled 'Mentoring vs Coaching: What, Why & When', aimed at looking at the key differences between mentoring and coaching, when to use both learning practices and what the key benefits are. Together our CEO, Ed Johnson and the CEO of Sheridan Resolutions, Caroline Sheridan, presented the webinar and started by going through key definitions of mentoring and coaching and then delved into some of the key benefits and differences.

In today's article, we wanted to share the details of the webinar, and look into those key differences and benefits, for those who are looking for a recap and who missed the webinar. First, let's look at the definitions.

The Definitions of Coaching and Mentoring

Mentoring: The Definition

A mentor is someone who shares their knowledge, skills and/or experience, to help another to develop and grow.

Coaching: The Definition

A coach is someone who provides guidance to a client on their goals and helps them reach their full potential.

Now, looking at these two definitions, we would forgive you for still not being totally sure about the key differences between mentoring and coaching. One of the most distinct differences is that mentoring is directive, with coaching being non-directive. What does that mean in practice? Well, in mentoring meetings, it is likely to be the mentor doing more of the talking, whereas in coaching it is likely to be the coach posing questions and giving the person they are coaching the space to reflect and do most of the talking. Ultimately, both coaching and mentoring are about helping people to get where they want to go by leveraging the experience of the coach or mentor. They can be seen to evolve from directive (mentoring) to non-directive (coaching) in a chart often used to depict the differences.

As you can see, on the mentoring and directive side, it is about instructing and telling, whereas when we progress into non-directive and more coaching focused phase of learning, we see more reflection and raising awareness.

The Differences Between Mentoring and Coaching

Below are a few of the key differences between mentoring and coaching, compared. We'll start with the key differences for mentoring:

- Mentoring is often longer-term with some mentoring relationships lasting 6+ months and in several cases mentoring can last years or even decades. In fact, some famous mentors and mentees cite lifelong mentoring relationships.
- No qualifications are required for mentoring, which means that it is easy for organizations to start mentoring programs quickly. Yes, mentoring training is often recommended but it certainly isn't required and in fact there are very few mentoring qualifications offered, compared with that of coaching qualifications.
- As mentioned, mentoring is a lot more directive. It is about the mentor sharing their knowledge, experience and skills, telling the mentee and guiding them through direction.
- Typically, mentoring is less structured than coaching and whilst having a mentoring meeting agenda and goals is recommended, it will be up to the mentee to put this together, compared with coaching which typically follows a more rigorous structure.
- Finally, mentoring is mainly development driven and looks to the mentee to decide what they wish to achieve and which goals they have for their mentoring relationships.

Now, the key differences for coaching are:

- Coaching is often shorter-term and may be as short as a quick 10- or 15-minute conversation. That said, some coaching relationships can be longer-term too.
- There is training in coaching skills and a lot of coaching qualifications are available, and almost always necessary and certainly recommended, to be a truly effective coach.
- Unlike mentoring, coaching is non-directive which means that it is about posing the right questions, providing the space, trust and confidence for the individual being coached to consider how they can achieve more, reach their objectives and find capabilities within themselves.
- Typically, coaching is structured by line-managers or sponsors, so organizations will often sponsor an individual to be coached or a line-manager will send an employee to be coached for certain skills.
- Coaching is performance driven and encourages the individual or individuals being coached to perform in their day-to-day roles.

So, as you can see, there are lots of key differences. There are lots of skills required and recommended for both coaching and mentoring, which we will explore now too.

The Skills Required for Mentoring

For mentoring, whilst qualifications aren't required, there are lots of skills that are recommended for someone to be an effective mentor. Here are just some of them:

- A keen interest in helping others is a given but we hope you'll have that – it's a key place to start when mentoring people.
- First-hand experience, knowledge, and insights in the area in which you're providing mentoring – because mentoring should be built on solid and concrete advice and guidance.
- Relationship building and interpersonal skills are crucial for mentoring – they're also important for coaching.

- Dedicated long-term time commitment whilst not potentially considered a 'skill' is important because if you start a mentoring journey with someone, it's vital to see it through.
- Motivating, encouraging, and inspiring energy throughout all mentoring meetings.
- Helping to identify the mentee's goals is crucial. This can take some self-reflection from the mentor, in order to help the mentee and work out where their goals should be.

The Skills Required for Coaching

- A relationship of equals where the coach and coachee have mutual understanding and respect is critical.
- The ability to maximize resources and inspire, in a similar way to that required of mentoring.
- The ability to recognize strengths and challenge the individual being coached, in order to propel them forward.
- The skill to tackle problems head on and not dwell, or allow the coachee, to dwell on them.
- Ability to raise awareness and responsibility both with the individual being coached but also throughout an overall office and organizational environmental level.
- The skill to make it real, meaning finding right balance of interpersonal skills and the practical skills to convert discussions into actions.

So, there are just a few crucial mentoring and coaching skills. As you'll notice, there is quite an overlap in some cases and at PushFar we often see some of the most effective mentors being coaches too.

The Key Benefits to Mentoring and Coaching

Both mentoring and coaching have a range of benefits, which, when conducted correctly can benefit both the individual receiving mentoring and coaching, along with the mentor or coach and the organization too. Here are some benefits to mentoring and coaching:

- Both mentoring and coaching are extremely effective learning techniques.
- Both mentoring and coaching can be formal and informal, with mentoring often seen more informally and coaching often seen more formally.
- Both can increase employee engagement and retention when applied.
- Both mentoring and coaching are easy to implement into any organization or business structure and increasingly we're seeing organizations running both.
- Both mentoring and coaching can increase confidence and the interpersonal skills of the person providing the mentoring or coaching, and the person receiving it.
- And finally, both can dramatically improve individual performance.

Handout N° 4

What kind of help do I need? By Kim Witten Coaching

	Coaching	Mentoring	Training	Consulting	Counseling or Therapy
Purpose (For client)	Engage in a personal discovery	Receive advice and guidance	Acquire skills and fill knowledge gaps	Receive expert knowledge and advice	Overcome past pain and trauma
Focus	On future goals and actions, self-empowered development	On mentor's Experience to support a journey to an aspired state	On development of new skills	On problem-solving and systemic changes	On past emotional issues/ emotional responses
Methods (For the expert)	Listening, questioning, actions planning, reflecting	Listening, sharing experience, planning	Instruction, teaching	Observing, analyzing, advising	Therapeutic methods, listening, reframing
Approach	Coachee as expert	Mentor as expert	Trainer as expert	Consultant as expert	Counsellor as expert
Discussion areas (The expert looks at)	Goals, behaviours, options, choices	Aspirations, feelings and actions	Knowledge and skills	What and how to improve	Clients' feeling
Outcomes (For client)	Increased confidence, awareness of behaviours and thought processes	Increased clarity on direction, career, role of life	New knowledge and competences	Organizational improvement	New insights about the self

Handout N° 5

Coaching Agreement Template

This coaching agreement is between:					
The Coach (Name & department)		:	Duration		
The Coachee (Name & department)		:	Dates:	From _____ To _____	
Development Objectives	For the Coachee's Organization	-			
	For the Coachee	-			
	For the Coach	-			
	Other pertinent objectives	-			
<p>Note: In the columns hereunder, please, indicate the competencies to be developed (1) and the different steps or activities to carry out to reach there (2). Then provide some success indicators (3) and the responsibilities of each party (4 and 5)</p>					
Competencies to be developed (1)		Steps / activities to carry out (2)	Success Indicators (3)	Responsibilities of the Coachee (4)	Responsibilities of the Coach (5)
1.					
2.					
3.					
4.					
5.					
6. Others (Give details)					
Names, dates and signature					
The Coachee		The coachee's supervisor	The coachee's HR Manager	The Coach	

Coaching agreement (Example)

This coaching agreement is between:					
The Coach (Name & department)		:	Duration	6 months	
The Coachee (Name & department)		:	Dates:	From _____ To _____	
Development Objectives	For the Coachee's Organization	-			
	For the Coachee	-			
	For the Coach	-			
	Other pertinent objectives	-			
<p>Note: In the columns hereunder, please, indicate the competencies to be developed (1) and the different steps or activities to carry out to reach there (2). Then provide some success indicators (3) and the responsibilities of each party (4 and 5)</p>					
Competencies to be developed (1)		Steps / activities to carry out (2)	Success Indicators (3)	Responsibilities of the Coachee (4)	Responsibilities of the Coach (5)
7. Overall knowledge of the profession (Facilitator/ consultant)					
8. Leadership and team motivation for a successful business					
9. Initiative and decision making					
10. Dealing with innovation and risks taking					
11. Delegation of tasks and authority					
12. Developing and improving IAF Facilitator's core competencies					
a. Creating collaborative client relationships					

b. Planning appropriate Group Processes				
c. Creating and sustaining a participatory environment				
d. Guiding group to an appropriate and useful outcome				
e. Building and maintaining professional knowledge				
f. Modelling positive professional attitude				
13. Others (Give details)				
Names, dates and signature				
The Coachee	The coachee's supervisor	The coachee's HR Manager	The Coach	
			Kofi Kumodzi	

End of mission report

Coach's (Name & department)
Coachee's (Name & department)
Date and site of the coaching services

Introduction	
Activities carried out Meetings Assignments Coachee's on the job learning Side complementary researches Readings Mid-term evaluations	
End of mission evaluations results	
Challenges encountered and solutions applied	
Recommendations to (i) the coachee's organization, supervisors and top manager (ii) Sponsor	
Conclusion	
List of annexes:	- Coaching agreement - Other documents produced

Date of submission: _____

The coachee	The coach	The coachee's supervisor	The coachee's Top Manager
Name	Name	Name	Name

Some online Coaching certification opportunities/ resources

Life Coaching Certificate Course (Beginner to Intermediate)

A comprehensive online training that delivers in-depth understanding of the key elements of the Life Coaching profession

Link: <https://www.udemy.com/course/life-coaching-online-certification-course-life-coach-training/>

Or.

Link: <https://www.udemy.com/topic/life-coaching/>

Coach Training Certification - ICF Approved Courses Online

Link: <https://www.symbiosiscoaching.com/life-coach>

ICF - Free Coaching Webinar - Remain Relevant & Resilient

Link: <https://www.coachingfederation.org/>

6 Week Courses - IAP Career College - iapcollege.com

Link: <https://www.iapcollege.com/>

Certified Coaching & Mentoring Professional (CCMP)

Link: <https://itdworld.com> › Certification

Executive Coach and Mentor Certification | MSI Certified

Link : <https://www.msicertified.com> › certif...

Certified Coaching & Mentoring Professional (eCCMP) 2021 ...

Link <https://blog.trginternational.com> › ce...

Devenir Coach Certifié - Maintenant

Link: <https://fr.digupinfo.com/>

3 Certifications and Degree Programs

If you're looking for a formal or recognizable qualification to add to your business card or expand on your accolades, a certification or degree program is the right choice for you.

For certification in coaching, look no further than the internationally known and highly respected ICF coaching credentials.

The ICF (International Coaching Federation) was established in 1995 as a nonprofit that connected coaches with the goal of supporting one another and developing the

profession. It is now the most widely recognized coaching organization, and it offers three levels of certification for coaches looking to prove their skills.

The three levels are:

1. Associate Certified Coach (ACC): requires a minimum of 60 hours of coach-specific training, a minimum of 100 hours of client coaching experience, and at least 10 hours of mentor coaching over a minimum of three months.
2. Professional Certified Coach (PCC): requires a minimum of 125 hours of coach-specific training, a minimum of 500 hours of client coaching experience, and at least 10 hours of mentor coaching over a minimum of three months.
3. Master Certified Coach (MCC): requires a minimum of 200 hours of coach-specific training, a minimum of 2,500 hours of coaching experience with at least 35 clients, and at least 10 hours of mentor coaching over a minimum of three months.[2]

If you're interested in earning a degree in this area, there's good news and bad news. First, the bad news: there is currently no degree program available that is specifically in (non-sports) coaching or mentoring.

Next, the good news: anyone with any level of education or area of focus can be a coach or a mentor!

That's because good coaching doesn't require in-depth knowledge of coaching theory or an appreciation for the history of coaching. These are good areas to learn about, but they are not required to be an effective coach or mentor.

The skills and tools you'll need to be a good coach can be gained through shorter, less intensive options, like courses, workshops, and good old-fashioned hands-on experience!

3 Best Coaching and Mentoring Courses

If you're looking for options to build your coaching and mentoring skills, you're in luck! There are tons of useful courses and programs out there.

For instance, here is a short list of some really good options:

1. The Institute of Executive Coaching and Leadership (IECL) offers Accredited Coach Training Programs (ACTP) that are designed for everyone from beginner to experienced coaches to boost their skills and supercharge their qualifications. Courses include access to a coaching network, peer group, and tons of resources to help you take your executive coaching to the next level.

2. Management Concepts offers mentor coaching, coaching skills training, and leadership development programs to teams, groups, and organizations. Work with ICF credentialed coaches to enhance your own coaching and mentoring abilities, accrue mentor coaching hours, and boost your confidence to coach within or outside of an organization.
3. UC San Diego's Rady School of Management offers training in coaching and mentoring designed to bring out the best in others. This class is offered as part of the leadership program that helps all managers, supervisors, and mentors to more effectively lead those who look up to them.

6 Online Courses and Opportunities

If you want to enhance your coaching skills but don't need to commit to a full program or get a certification, you can check out one of the many courses and other short-term learning opportunities available.

For example, you may want to look into these options:

- Coaching and Mentoring Skills for Leadership Success from [SkillPath](#)
- Coaching and Mentoring Training Workshop from [Momentum Training Solutions](#)
- Coaching and Mentoring Training Course from [Emtrain](#)
- Anytime Coaching Course from [Management Concepts](#)
- Short Courses in Coaching from the [British School of Coaching](#)
- ILM Endorsed Coaching and Mentoring Skills Course from [Meirc Training and Consulting](#)

Am I ready to start?

(End of program self-assessment questionnaire)

INSTRUCTION

This self-assessment questionnaire is designed to help you identify how ready you are for your journey as a Coach and Mentor. Read the various declarations hereunder and decide how they describe your attitudes and/ or behaviours and decide if this is something you do rarely sometimes, frequently, usually or almost always.

- A - Rarely Displayed
- B - Sometimes Displayed
- C - Frequently Displayed
- D - Usually Displayed
- E - Almost Always Displayed

Circle in the columns on the right

As a coach & mentor...

Declarations

D1	I'm good at building trust with my supervisees	A	B	C	D	E
D2	I'm good at ask questions when working with my supervisees	A	B	C	D	E
D3	I'm good at rewinding and repeating to increase supervisees understanding	A	B	C	D	E
D4	I'm good at being flexible to adapt to my supervisee's constraints	A	B	C	D	E
D5	I'm good at dedicating time for my mentoring activities	A	B	C	D	E
D6	I'm good at assigning tasks and responsibilities that stretch the supervisee	A	B	C	D	E
D7	I'm good at setting the highest performance levels	A	B	C	D	E
D8	I'm good at being an exemplary role model	A	B	C	D	E
D9	I'm good at telling my supervisees what to do	A	B	C	D	E
D10	I'm good at working with my supervisees without setting deadlines	A	B	C	D	E
D11	I'm good at being "laissez-faire" in my relations with my supervisees	A	B	C	D	E
D12	I'm good at being lackluster in my overall attitude towards my supervisees	A	B	C	D	E
D13	I'm good at being rigorous and critical of mistakes made by my supervisees	A	B	C	D	E
D14	I'm good at talking and giving instructions to my supervisees. Listening to them is counter productive	A	B	C	D	E
D15	I'm good at undermining my supervisees trust	A	B	C	D	E
D16	I'm good at minimizing my supervisees' capacity to think for themselves	A	B	C	D	E

RESULTS CALCULATION

Report the appropriate rating in relation of the letter that you've circled in the questionnaire

	Declarations									
	D1	D2	D3	D4		D5	D6	D7	D8	
A = 1										
B = 2										
C = 3										
D = 4										
E = 5										
TOTAL										

	Declarations									
	D9	D10	D11	D12		D13	D14	D15	D16	
A = 5										
B = 4										
C = 3										
D = 2										
E = 1										
TOTAL										

GRAND TOTAL	D1 à D4 + D9 à D12					D5 à D8 + D13 à D16				
	Coaching skills					Mentoring skills				

Scoring:

A total of:

65 - 75 + = Excellent

35 - 54 = Fair to Good

Below 54 = Needs Improvement

Now take your pre workshop assignment book and compare your results with the previous self-assessment. Feel free to change your improvement plan based on your present results

1.	
2.	
3.	

8 Coaching Do's and Don'ts

If you are reading this article, you already know the importance of coaching your employees. However, not every manager has innate coaching skills that they feel confident with because they have most likely not attended any **coaching skills for managers** training. But that is not a problem, - any person can coach with practice and determination. This article will provide coaching do's and don'ts that you can focus on before you perfect your process.

Coaching Don'ts

1) Telling Others What To Do

Simply "telling" your staff members they need to be better at communicating, working harder or accomplishing another goal is not coaching! Leaders need to understand the difference between giving out directions and true coaching.

2) Not Creating Deadlines

If you simply discuss a plan but don't set actual deadlines, you do not hold yourself or the other party responsible. You need to set reasonable due dates to keep the employee motivated.

3) Not Being Consistent

It's not a secret that the agendas of managers are overflowing, and it can be time consuming to coach. However, if you have committed to coaching, you can't do it sporadically or it will be a waste of time to you and your coachees.

4) Be Lackluster

If you ever see a sports coach on the field, they are excited, animated and clearly invested. You need to follow the same protocol and be energetic in order to motivate your employees!

Coaching Do's

1) Build Trust

In order for another person to take your suggestions and advice seriously, they need to trust that you have their best interest at heart. Focus on building a relationship that embodies trust before starting to coach.

2) Ask Questions

You need to ask questions to see objectives that are important to your employees, and what they want to focus on. Coaching isn't a one-direction game; you need to focus on what your staffers want to improve and not just what you think is the right course of action for them.

3) Rewind and Repeat

Information doesn't always stick from the first time. Make sure to summarize goals, resolutions and plans not only after every meeting, but also in the continuous meetings going forward to keep them fresh in the coachee's mind.

4) Be Flexible

Seasoned coaches know that they need to be flexible and adjust their strategy to the person they are coaching. Every person learns differently, has unique goals and is motivated by their own incentives.

How to be an effective mentor: 8 do's and don'ts

Mentoring employees who demonstrate aptitude and the potential to take on positions of greater responsibility is an important aspect of business succession planning. Taking responsibility for the professional development of their staff is an accepted part of a business leader's or manager's role, but there is more to being a successful mentor than simply sharing knowledge and experience. In their excellent course **How to Mentor Effectively**, leadership training specialists Maguire Training provide delegates with the knowledge, understanding and skills they require to mentor related employees and develop them to their full potential.

The role of the mentor is diverse 'a good mentor should be a teacher, role model and visionary' but as with any role there are right ways and wrong ways to approach mentoring. Here Maguire Training lists 8 important do's and don'ts for anyone who aspires to be an effective mentor.

DO dedicate sufficient time for mentoring

Agree to meet with your mentee at times that are convenient for both of you, and when there are no external pressures or likely distractions.

DON'T be overcritical of mistakes

Everybody makes mistakes and these should be used as a learning experience for the mentee, who can be invited to suggest how they might have done things differently to achieve the desired outcome. It is not the mentor's place to chastise or lecture a mentee but to encourage them to analyse their mistakes and take lessons from them.

DO assign tasks and responsibilities that stretch the mentee

Encouraging mentees to take on tasks that extend slightly beyond their comfort zone will enhance capabilities such as problem-solving and creative thinking, help them to acquire new skills and experience and build their confidence.

DON'T talk when you should be listening

Mentoring is a two-way process, and whilst it is important for a mentor to share their knowledge and experience with the mentee, it is equally important that they invite questions and feedback, listen carefully and understand the mentees thoughts and opinions.

DO set the performance bar high

It's important to let the mentee know that you have high expectations of them. Whilst the mentee's tasks must be clearly explained, and goals must be realistic and achievable, the mentee must also be aware of the level of quality and performance you want them to deliver.

DON'T undermine your mentee's trust in you

An effective mentor-mentee relationship is built upon mutual trust. The mentor should respect confidentiality and not discuss their mentee's merits or failings with others, fail to keep to agreed mentoring appointments or otherwise breach their trust in you.

DO be an exemplary role model

Behave at all times as you would wish your mentee to behave. You should be the person that they aspire to be, and as such you should maintain high standards of performance and behaviour but also demonstrate that it is perfectly possible for your mentee to attain the same status.

DON'T inhibit your mentee's capacity to think for themselves

Effective mentoring empowers the mentee to take their own approach to a situation and work out the best way to proceed. Mentors' should minimize interference, even if the mentee may be about to make a mistake. Guidance can be provided, but in order for the mentee to develop and learn they should be trusted to work things out for themselves.

Program Evaluation Form

Nr.	Declarations	Totally Agree 5	Agree 4	I'm not sure 3	Disagree 2	Totally disagree 1
1	Overall, this program allows me to strengthen my coaches' capacity and equip myself to become a promotor of the professional growth of my supervisees and counterparts					
2	This program allows me to leverage my understanding in regards to the most recent theories and concepts about coaching					
3	This program allows me to increase my understanding about the connections and differences between coaching and other supervisees' development tools (mentoring, counselling, training, consulting, etc.)					
4	This program allows me to acquire various tools to be used during steps of a successful coaching experience					
5	This program allows me to practice some key tools that I expect to continue to use after the training program					
6	This program allows me to understand how design a coaching agreement with a selected coachee and produce an end of program report					
7	The logistical arrangements were optimal for our learning needs					
8	The food and beverage given are of the needed quality to support our working conditions					
9	Our facilitators capacities and their competences, skills and attitudes were adequate to motivate our learning efforts					
10	I would recommend this program to my colleagues and to any supervisor within my organization and/ or partner organizations					