

# Motivating Students – Essentials of Mentoring, Coaching & Counseling: Operational Strategy

SONAM SACHDEVA<sup>1,\*</sup>, KANUPRIYA MALHOTRA<sup>2,†</sup>

<sup>1</sup>Assistant Professor, Department of Commerce, Delhi University New Delhi-110021, India

<sup>2</sup>Assistant Professor, Department of Management, Gitarattan International Business School, GGS IP University, New Delhi-110078, India

\*Email: s.sachdeva@outlook.com; †Email: kanupriya.gibs@gmail.com

Received: July 22, 2014 | Revised: August 20, 2014 | Accepted: September 6, 2014

Published online: September 25, 2014

The Author(s) 2014. This article is published with open access at [www.chitkara.edu.in/publications](http://www.chitkara.edu.in/publications)

**Abstract:** Mentoring, Coaching and Counseling are popular capacity -building tools, especially in the area of education. They are often mentioned in proposals and reviews as key elements of good capacity-building practice. Yet despite their current status, many of us are unclear what coaching, mentoring and counseling really involves, and where and when they work. We have a number of questions: What does a coach, mentor or a counselor actually do? Is there any real difference between them? Where have these approaches come from? Are they really relevant to student development? When are these approaches effective? When are they not appropriate? This paper addresses these questions to demystify the concepts and practices of coaching, mentoring and counselling and its contribution towards motivating students.

**Keywords:** Coaching, Counseling, Mentoring, Motivation, Students

## 1. INTRODUCTION

In virtually all human relationships, particularly those wherein an individual is trying to nurture and assist in the growth and development of another person, the issue of how to effectively motivate, arises as a significant contributor to success. This is particularly true in relation to academic advising and success in college.

The word *motivate* is derived from a Latin term meaning *to move*. Thus motivation involves the movement of an individual towards something—but to what?

If an educational institution is to sustain its competitive advantage, it needs to focus on two pillars: Teachers & Students who should always feel motivated

Issues and Ideas  
in Education  
Vol. 2, No. 2  
September 2014  
pp. 273–300

---

Sachdeva, S.  
Malhotra K.

and show eagerness to learn. Today's companies need people who, at the least, meet their goals and when given the opportunity, exceed those goals, demonstrating initiative and creativity. In order to have such professionals, every educational institution needs to have strong people skills, which can build high performing students and further contribute to the competitive edge of the institution.

---

So what is the role of a teacher? It is to have competency in three key people skill: mentoring, coaching and counseling. Essentially learning involves two parties, the teacher (also known as supervisor, mentor, coach) and the student (known as trainee, mentee, and coachee). The relationship between teacher & student plays an important role in promoting the students objectives. Many authors have mentioned the importance of relationship between student and a supervisor in this context, however, sometimes a problem of compatibility occurs between them and therefore suggest that they both need to know their roles in order to ensure a good relationship.

Mentoring, coaching and counseling forms the integral part of educational training to develop people in their professions. There are several similarities and differences in the main issues involved in mentoring and coaching. They are related to self-development, professional growth and career development of the mentee/coachee. In establishing the approaches to be used, care must be taken to ensure that each person understands the limits or boundaries of the relationship. Supervisory approaches vary and depend on the people involved, the place of meeting and the terms of the relationship. Not only do mentors/coaches have to play their role but the mentees/coachees too, and all this must be placed within the specific institutional context.

## **2. THEORETICAL BASIS OF MENTORING, COACHING AND COUNSELLING**

### **2.1 Defining Coaching**

All human beings are born with a dream, which are there goals in their life. Attaining a goal is not that easy and hence there is a need for a clear and correct path for the easy attaining the goals. This easy attaining of the path can be achieved with the help of a coach and coaching. And so it is said that “**coaching**” is the practice of giving sufficient direction, instruction and training to a person or a group people, so as to achieve some goals or even in developing specific skills. Though coaching is a system of providing training, the method of coaching differs from person to person, aim or goals to be attained, and the areas needed. Still there are some common methods

in coaching. They are essential part of an effective coaching. These common areas includes

- Motivational speaking
- Seminars
- Workshops
- Supervised practice

Coaching can be either training a single person in specific field or a group of people in multitasking skills.

Coaching is defined as unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them. It is primarily a short-term intervention aimed at performance improvement or developing a particular competence. It is a process that enables learning and development to occur and thus performance to improve.

***The International Coaching Federation defines it as:***

*...a facilitated one to one mutually designed relationship between a professional coach and a key contributor who has a powerful position in the organization. This relationship occurs in areas of business, government, not-for-profit, and educational organizations where there are multiple stakeholders and organizational sponsorship for the coach.....the coaching is contracted for the benefit of the client...the focus of the coaching is usually focused on organizational performance or development.....*

***Eric Parsloe has defined Coaching as...***

*“A process that enables learning and development to occur and thus performance to improve. To be a successful a Coach requires a knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place”*

Coaching is a method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills. There are many ways to coach, types of coaching and methods to coaching. Direction may include motivational speaking and training may include seminars, workshops, and supervised practice.

*“Coaching psychology is for enhancing well-being and performance in personal life and work domains underpinned by models of coaching*

---

Sachdeva, S.  
Malhotra K.

*grounded in established adult and child learning or psychological approaches”*

*(Special Group of Coaching Psychologists,  
part of the British Psychological Society).*

*“Coaching is about developing a person’s skills and knowledge so that their job performance improves, hopefully leading to the achievement of organizational objectives. It targets high performance and improvement at work, although it may also have an impact on an individual’s private life. It usually lasts for a short period and focuses on specific skills and goals.”*

*(CIPD 2009)*

---

## 2.2 Defining Mentoring

Mentoring involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging.

Mentoring is a fundamental form of human development where one person invests time, energy, and personal know-how assisting the growth and ability of another person. Mentoring is an off-line help by one person to another in making significant transitions in knowledge, work, or thinking.

Mentoring is a voluntary, collaborative, and mutually beneficial partnership between a protégé/mentee (who is looking to enhance his knowledge, skills, and experience) and a mentor (who possesses this knowledge, skills, and experience).

*“Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be.”*

*Eric Parsloe, The Oxford School of Coaching & Mentoring*

Mentoring is “A mutual relationship with an intentional agenda designed to convey specific content along with life wisdom from one individual to another. Mentoring does not happen by accident, nor do its benefits come quickly. It is relationally based, but it is more than a good friendship...mentoring is not two people who just spend time together sharing”. - Thomas Addington and Stephen Graves

*“A mentor is someone who can patiently assist with someone’s growth and development in a given area. This assistance can come in the form of guidance, teaching, imparting of wisdom and experience”.*

*Chicago Computer Society*

---

Mentoring has been defined in many different ways but it's basically a system of semi-structured guidance whereby one person shares their knowledge, skills and experience to assist others to progress in their own lives and careers. Mentors need to be readily accessible and prepared to offer help as the need arises - within agreed bounds.

Mentors very often have their own mentors, and in turn their mentees might wish to 'put something back' and become mentors themselves - it's a chain for 'passing on' good practice so that the benefits can be widely spread.

Mentoring can be a short-term arrangement until the original reason for the partnership is fulfilled (or ceases), or it can last many years.

Mentoring is rather more than 'giving advice', or passing on what your experience was in a particular area or situation. It's about motivating and empowering the other person to identify their own issues and goals, and helping them to find ways of resolving or reaching them - not by doing it for them, or expecting them to 'do it the way I did it', but by understanding and respecting different ways of working.

Mentoring is not counselling or therapy - though the mentor may help the mentee to access more specialised avenues of help if it becomes apparent that this would be the best way forward.

## 2.3 Defining Counseling

Counseling deals with wellness, personal growth, career, and pathological concerns. In other words, counselors work in areas that involve relationships. These areas include intra- and interpersonal concerns related to finding meaning and adjustment in such settings as schools, families, and careers.

***The British Association for Counseling (BAC) defines it as:***

*"Counseling is the skilled and principled use of relationship to facilitate self-knowledge, emotional acceptance and growth and the optimal development of personal resources. The overall aim is to provide an opportunity to work towards living more satisfyingly and resourcefully. Counseling relationships will vary according to need but may be concerned with developmental issues, addressing and resolving specific problems, making decisions, coping with crisis, developing personal insights and knowledge, working through feelings of inner conflict or improving relationships with others."*

Counseling denotes a professional relationship between a trained counselor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients to understand and clarify their views of their lifespace, and to learn to reach their

---

Sachdeva, S.  
Malhotra K.

self-determined goals through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature. (Burks and Steffle; 1979)

A principled relationship characterized by the application of one or more psychological theories and a recognized set of communication skills, modified by experience, intuition and other interpersonal factors, to clients' intimate concerns, problems or aspirations. Its predominant ethos is one of facilitation rather than of advice-giving or coercion. It may be of very brief or long duration, take place in an organizational or private practice setting and may or may not overlap with practical, medical and other matters of personal welfare. It is both a distinctive activity undertaken by people agreeing to occupy the roles of counselor and client . . . and an emerging profession . . . It is a service sought by people in distress or in some degree of confusion who wish to discuss and resolve these in a relationship which is more disciplined and confidential than friendship, and perhaps less stigmatizing than helping relationships offered in traditional medical or psychiatric settings. (Felltham and Dryden 1993: 6)

---

### **3. OBJECTIVES OF THE STUDY**

1. To review the past literature on mentoring, coaching and counseling & describing the roles and practices of the parties involved therein.
2. To bring to light a range of supervisory approaches and its implementation that can be commonly adopted towards students in order to help them achieve their objectives.

### **4. REVIEW OF MENTORING LITERATURE**

Mentor was the name of a character in Greek mythology. Ulysses left his son, Telemachus under the tutelage of his old friend Mentor, who was a wise and trusted adviser or counselor (Clutterback 1991). It is a word that is often used by academics, politicians, sports people, actors and other performers to describe the person they chose as a role model or someone who had significant early influence on their professional careers. Looking at the origins of this practice, Hamilton (1981) pointed out that it was common in ancient Greece for young males to be partnered with older, experienced males. These were often relatives or friends of the family, and it was expected that the youths would learn from and emulate the values of their assigned mentor. The term mentor thus became synonymous with a wise, faithful guardian and teacher (Cooper and Palmer 1993; Fisher 1994) who was typically older, of greater experience and more senior in the world that a young man is entering and should have knowledge and skills to pass on (Carter and Lewis 1994).

A mentor is identified as someone who teaches the student in a personal and close long-term relationship that allows critical concentration on the task performance (Brown and Krager 1985).

#### 4.1 Role of an Effective Mentor

(Fisher 1994), Conducted a study to find out qualities and skills that the mentors need to possess in order to meet the expectations of the mentoring role. It lays down some common characteristics of a good mentor include intelligence and integrity, ability, professional attitude, high personal standards, enthusiasm and a willingness to share.

According to Parsloe (1992), good mentors are: (1) good motivators, who are perceptive and able to support the objectives of programmes and fulfil their responsibilities to the candidate; (2) high performers, secure in their own occupied position within the organisation and unlikely to feel threatened by, or resentful of, the candidate's opportunity; (3) able to show that a responsibility for mentoring is part of their own occupied job description; (4) able to establish a good and professional relationship, sympathetic, accessible and knowledgeable about the candidate's area of interest; (5) sufficiently senior to be in touch with the corporate structure, sharing the company's values and able to give the candidate access to resources and information; (6) good teachers, able to advise and instruct without interfering, and (7) good negotiators.

#### Mentor Roles & Responsibilities

##### *Phase 1: Identifying Roles*

- Have a clear understanding of why you want to be a mentor
- Mentor with a realistic assessment of your skills and experience

##### *Phase 2: Communicating Expectations*

- Have a clear understanding of your expectations for your mentee
- Clearly communicate those expectations
- Stay flexible in changing expectations or plans
- Create goals with milestones and deliverables
- Adapt your feedback to your mentee's learning style
- Be realistic about setting timelines

##### *Phase 3: Working Together*

- Advise, don't dictate
- Advise on what you know and admit the things you don't know
- Give good examples

---

Sachdeva, S.  
Malhotra K.

- Recognize your mentee's weaknesses and build on his/her strengths
- Offer constructive feedback
- Evaluate progress
- Be your mentee's supporter when he/she reaches his/her goals
- Be consistent and reliable

*Phase 4: Meeting All the Goals*

- 
- After mentoring is completed, follow up on successes
  - Provide an evaluation of the experience
  - Repeat the mentoring process with others

## **4.2 The Role of Mentees and their Relationship with their Mentor**

As the relationship involves two parties, the mentee too should play a role in achieving the objectives. The main objective of mentoring is to encourage and assist in the development and growth of a learner, and to provide the mentee with a resource regarding career aspirations.

*Lee (2003)* is a qualitative study which states that the mentors can provide glimpse to the students regarding the profession where they are having inclination and a clear picture of the day-to-day reality of working. A mentor can also provide a wide variety of assistance to students, but there are certain duties on the part of the mentees too, which include: (1) eager to learn and willing to take on new challenges, (2) receptive, be open to feedback, viewing it as an opportunity to improve his/herself, (3) open to new ideas and able to see things from other perspectives, (4) loyal, not violating confidences or trust, and (5) appreciative of the help the mentor is giving.

*Heinz (2003)* conducted a study which states the role of a mentee in a school perspective, pointing out that mentee should manage the relationship by establishing first contact and by continuing the relationship through e-mail, telephone or in person communication. It also refers that a mentee should also be willing to attend mentoring programmes and/or to plan activities, which may enhance the mentoring relationship.

### **Mentee Roles & Responsibilities**

*Phase 1: Identifying Roles*

- Have a clear understanding of why you want to be mentored
- Select a Mentor based on criteria relevant to your goals

*Phase 2: Communicating Expectations*

- Have a clear understanding of your expectations for your mentor
-



- Clearly communicate those expectations
- Stay flexible in changing expectations or plans
- Create goals with milestones and deliverables
- Inform your mentor about your preferred learning style
- Be realistic about setting timelines

### *Phase 3: Working Together*

- Listen and contribute to the conversation
- Understand that your mentor will not have all the answers
- Accept constructive feedback
- Set time aside for self-reflection
- Evaluate progress
- Celebrate success
- Be consistent and reliable

### *Phase 4: Meeting All of the Goals*

- Provide your mentor with updates after the mentoring is completed
- Provide an evaluation of the experience
- Say thank you
- Give back to the profession and volunteer to become an AMTA mentor

## **4.3 How to be a successful mentee**

Being mentored is as much an art as mentoring. (Bonetta ed2006)

Here are some qualities to cultivate as a mentee that will help to make the mentoring process a more enjoyable and productive experience for you and your mentor.

- **Be organized-** Plan ahead, work towards agreed tasks between meetings. Think about issues you want to discuss before you meet again with your mentor. Doing your homework will avoid wasting their time and enable you to get the most out of the meetings.
- **Keep a log-** Make a record of what you discuss in each meeting and what you aimed to do before the next one.
- **Be proactive-** Don't expect to be looked after or given all the answers. Universities and academia are tough environments. Maintain your independence. Be responsible for your own decisions regardless of the mentor's advice.
- **Ask useful questions-** Don't pretend you understand what the mentor is saying if you don't. The mentoring meeting is your time and the mentor will

---

Sachdeva, S.  
Malhotra K.

---

expect you to want to make the most of it and draw upon their knowledge and expertise.

- Have respect. Be considerate. Make and keep appointments. Stay focused. Don't overstay your welcome.
- **Have humility** – be willing to accept critical feedback so that you are open to learning new ways of thinking about and doing research.
- **Show appreciation** – Everyone likes to be thanked. Remember that your mentor has volunteered to help you. When you achieve a great outcome, let them know and acknowledge their role.
- **Reciprocate**– mentors will be interested in learning from their mentee as well as sharing their own knowledge and expertise. Share what you know with your mentor and be willing to share what you have learnt by mentoring others.

#### 4.4 Mentorship can be done in two ways:

1. *Informally* - This is based on the judgment of the mentor and the promise from the protégé that the mentor's advice or counsel will be taken seriously, and not be wasted.
2. *Formally* - Where the mentor is assigned to show the protégé the ropes of the organization through a formal mentoring programmes, often as part of the organization's affirmative action or orientation initiative.

#### 4.5 Types of mentoring

The term 'mentoring' is interpreted in different ways, and is often used interchangeably with 'coaching'. Both can be about sharing particular areas of expertise and knowledge that the mentee needs; as well as about developing the individual whether or not they work in the same field. The two 'processes' can take place in the same session. For simplicity's sake, we use here the term 'mentoring' to cover all the processes involved in supporting the individual. The following are the various types of mentoring:

##### *Mentoring for newly appointed staff — 'induction mentoring'*

- A mentor should be assigned to you as a new member of staff, to help you orientate yourself to the department and its procedures, policies, personnel, sources of help and information, location of key equipment — and to help you 'survive' your first few weeks in a new post.
  - They may act as a neutral and impartial confidante for any concerns or difficulties you may have in settling down, and help you to work out strategies for success.
-

- Generally they will not be someone in direct authority over you, and usually someone from outside your immediate circle is found, though preferably doing a similar or related role.

### ***Peer mentoring***

Mostly mentoring is understood in the sense of a more experienced person mentoring a new or junior colleague. But as you progress, colleagues can ‘peer-mentor’ each other either in particular areas (such as teaching observation or project management) or for general support.

However, peer mentoring should still be about progress and development, and be equally supportive of each partner.

Peer mentors should hold each other accountable for their action plans, and help each other to achieve their goals.

### ***Developmental mentoring***

You’re no longer new, and everyone assumes you ‘don’t need help’ any more. You’re ‘on your own’ now, it’s ‘sink or swim’ time.

In a way they’re right - mentoring isn’t ‘remedial’, it isn’t about ‘fixing’ or ‘helping’ in the sense that you can’t ‘do it yourself’. But successful people don’t feel they have to ‘go it alone’ - they identify resources in people as well as in print or online, and use them to maximize their potential. Research has found that the most effective people may have four or five different mentors for different areas of their professional and personal lives.

It’s simply the case that your mentoring needs have evolved in line with increased responsibility. You may have new duties, taken on new roles, been promoted. It’s more about the synergy that two (or more) people can create between them to generate solutions, strategies and action plans, to build on success.

Mentoring is important as it provides individuals with role models and may be a means of providing information about career and training opportunities (internal and external). Importantly, the mentor might provide the inspiration to take these opportunities up. Mentoring also widens the support network, provides motivation and can improve confidence.

Developmental mentoring is just that - an experienced mentor helps you to develop your strengths and potential, to identify your changing needs, values and aspirations, and what’s most important to you. They work with you to plan your professional development, and your next career steps. Personal development planning is now encouraged in most universities, and is beginning to apply to staff as well as students.

#### **4.6 Features of a good mentoring relationship**

An effective mentoring relationship is characterized by:

- Clear roles and expectations.
- Excellent two-way communication.
- High level of trust with regard for confidentiality.
- Clear planning framework with a focus on the mentee's needs and objectives.
- Additional support for both mentors and mentees.

### **5. APPROACHES OF MENTORING AND ITS IMPLEMENTATION**

#### **5.1 Student Peer Assisted Mentoring (SPAM)**

The Student Peer Assisted Mentoring is one of the mentoring model which is conducted in an informal setting and focus on the learning needs of the student mentees. The nature of the approach is proactive rather than reactive and is aimed at providing learning techniques to equip the student mentees with the ability to solve problems not just answer questions. Student mentees are encouraged to ask and discuss their learning needs and to develop good study techniques including the formation of study groups or networks even outside the SPAM program.

There are three key elements that underpin the SPAM program as it now exists: a focus on providing students with directed peer support; encouraging all students to attend SPAM sessions (when they have a problem with understanding a topic) and to form study network groups (to establish a support network for continued self-help study in any course); a reward scheme in recognition of participation by Student Mentors – a number of rewards schemes have been trialed from the provision of textbooks, cash rewards, letters of commendation and more recently T-shirts in combination with designated levels of proficiency.

#### **5.2 Student Mentorship Program**

Student Mentorship Program provides mentees access to experienced mentors who can contribute to their professional and personal development. The program provides a platform for mentees to realize their potential by enabling personal and professional relationships with mentors, who act as role models and provide guidance to them.

It offers opportunities to develop business contacts, access industry information, and gain valuable insights from experienced and successful professionals. Under the mentorship program, each aspirant will be assigned

---

mentors to guide him/her through the GD/PI and brain storming sessions. The mentors will be available on a personal basis, and will be in constant touch over phone or email.

Motivating  
Students –  
Essentials of  
Mentoring,  
Coaching &  
Counseling:  
Operational  
Strategy

**Mentorship Program provides each mentee with following features:**

- Advisory Meetings with respective mentors every fortnight.
- Comfortable environment to share and discuss.
- Mentors to monitor their mentees academic progress.
- Regular academic and fun filled activities.

---

### **5.3 Brainstorming**

**Brainstorming** is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

Some of the methods below use familiar learning styles and will be good tools for taking in information and learning.

#### **5.3.1 Mind-Mapping**

Mind-mapping is a visual writing and note-taking brainstorming process that will help your team breaking through creative dry spells. If you have flip charts, use them. You may rather use sticky notes placed on a wall and separated into categories.

#### **5.3.2 Cause-Effect Diagrams**

Teams will brainstorm and then discuss and diagram the cause and effect of each situation you list. This is a helpful tool to use before the season begins.

#### **5.3.3 Problem Identification and Multiple Solutions**

Come up with a problem the team can solve using problem identification, which consists of identifying the problem and creating more than one solution to it. Ideas will pop and encourage creative team thinking.

#### **5.3.4 Logic Trees**

Logic trees are useful for brainstorming also. You can diagram vertically or horizontally, using boxes and arrows. Brainstorm for a solution, being sure to include sub-problems and solutions to each. Logic trees assist in handling of problems by:

- Facilitating clear definitions using a visual of the problem
- Clarifying contributing factors and their interactions and effects

---

Sachdeva, S.  
Malhotra K.

- Partitioning problem solving into sub teams, without losing sight of the whole
- Improving communication between sub teams
- Assessing various risks, such as expertise, materials, and time constraints

## 6. REVIEW OF COACHING LITERATURE

---

The term coaching is often used interchangeably with counseling and mentoring, but many scholars differentiate these activities. A general literature on coaching exists from a sports and athletics perspective. As stated by Parsloe (1999), coaching is derived from university slang for a private tutor or instructor in sport. Therefore, much of the literature about coaching in the context of management has been drawn from sports coaching (Evered and Selman 1989).

Coaching is, in essence, about human relationships, between the coach and coachee, and the coach and the organization (Pearson 2001). The relationship between coach and athlete is an empathetic one extending beyond the instrumental operation of the process, which takes place over an extended period of time.

*Abiddin (2012)*, Coaching for them is a partnership between a manager and an individual who reports directly to him or her in which the coach focuses on helping the coachee to optimize his or her potential. Coaching can help an organization create an environment of meaningful jobs and a positive atmosphere by eliminating barriers that prevent employees from reaching their full potential.

### 6.1 Coaching Fields

Coaching can be given in all the aspects of human life. Some of the area where coaching is given is

- Education coaching
- Sports coaching
- Entertainment (arts, dance, music) coaching
- Career coaching
- Life coaching
- Personal coaching
- Life and personal development coaching
- Systemic coaching
- Confidence coaching

Each type of coaching is having its own aim and so the coaches differ according to the needs of the trainees. Each area is having its own specialized coaches.

There are even coaching centers of training coaches. Coaching should be effective and correct, then only the goal expected will be attained. The process of coaching is not aiming at the cure of psychological illness. It is the training and direction of the trainees to reach and attain their goals.

## 6.2 The Role of an Effective Coach

There are many authors who suggest that coaching is a form of facilitating learning which is concerned with the improvement of performance and the development of skills. Coach can also be seen as a trainer or counselor and should be development, preparation and motivation on how to improve the coachee's performance.

*Parsloe (1999)*, examined that the role of a coach should include, analyzing current performance, planning suitable learning, implementing the plan and evaluating performance. It also states that a coach should also be expert in change, spot strengths and limitations, help to crystallize visions and values, clarify and define strategy, coordinate resources to achieve goals, optimize performance, satisfaction and balance in life and stay accountable to a vision.

*Oermann and Garvin (2001)*, explored the responsibilities of a coach in the nursing context, state that, when coaching a new graduate these include: (1) assessing gaps in their knowledge and skills; (2) providing necessary instruction; (3) being available to them during new situations and procedures; (4) increasing patient assignments; and (5) developing a supportive relationship.

*According to Beam (2001)*, a good coach must: (1) have a general sense of what the supervisee wants to work on or clarify expectations; (2) evaluate the personal chemistry; and (3) set an initial timeframe and establish checkpoints along the way to measure progress and make midcourse correction.

## 6.2 Role of Coachee and their relationship with their Coach

*(Seifert 2004)*, identified some tips for a good coachee who includes openness to feedback, flexible, and willing to see them as others see them. If a coachee can make an evaluation of himself, at the end of the day, he can expect to: (1) enhance his self-awareness, learning from mistakes and successes; (2) identify and overcome obstacles; (3) develop new ideas and strategies; (4) build self-confidence and self-reliance; (5) develop and apply new skill; and (6) design action plans, and follow them through in order to advance the career.

As suggested in the Manager's Intelligence Report (2000), the following five-step strategy can build a better coaching relationship: (1) start with a face-

---

Sachdeva, S.  
Malhotra K.

to-face meeting to establish trust; (2) discuss confidentiality and parameters which are intended to help the coachee perform at his or her best; (3) lay out the goals which both parties will need to decide on; (4) make a contact for the initial meeting; and (5) give feedback, which hopefully, can raise important questions and even boost self-confidence.

### 6.3 The Process of Coaching

---

Coaching as a part of the normal process of management consists of:

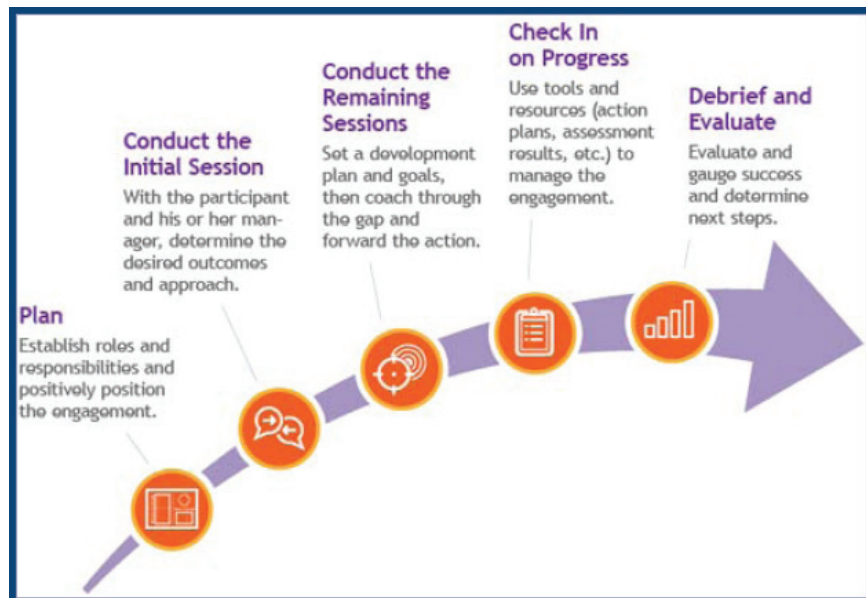


Figure depicting the coaching process

- Making people aware of how well they are performing by, for example, asking them questions to establish the extent to which they have thought through what they are doing.
- Controlled delegation: ensuring that individuals not only know what is expected of them but also understand what they need to know and be able to do to complete the task satisfactorily. This gives managers an opportunity to provide guidance at the outset-guidance at a later stage may be seen as interference.
- Using whatever situations may arise as opportunities to promote learning.



- Encouraging people to look at higher-level problems and how they would tackle them.

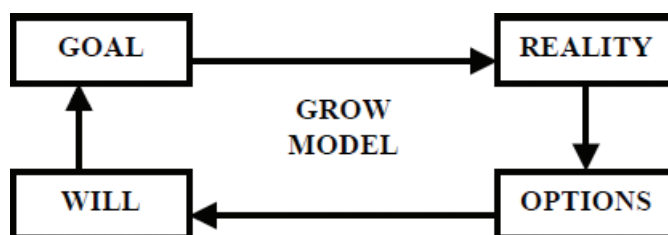
## 7. APPROACHES OF COACHING AND ITS IMPLEMENTATION

There are many techniques that teachers/faculty as coaches' use. We will examine a few of these techniques and will show how they can become embedded in strategies that tap higher levels of thinking, which promote analysis, synthesis, and evaluation.

### 7.1 Performance and Solution-focused Approaches: The GROW Model

One of the first performance coaching models developed – the GROW model – continues to be the most popular. It is a simple yet powerful framework to guide coaching sessions. Coaches ask a series of questions relating to the person's Goal, their Reality, their Options and their Will.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• How will you know that you have achieved that goal?</li> <li>• What are the expectations of others?</li> <li>• Who else needs to know about the plan? How will you inform them?</li> </ul> | <ul style="list-style-type: none"> <li>• What has been stopping you reaching your goal?</li> <li>• Do you know anyone who has achieved that goal?</li> <li>• What can you learn from them?</li> </ul> |
|---|---|



- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Where does this goal fit in with your personal priorities at the moment?</li> <li>• What obstacles do you expect to meet? How will you overcome them?</li> <li>• How committed are you to this goal?</li> </ul> | <ul style="list-style-type: none"> <li>• What could you do as a first step?</li> <li>• What else could you do?</li> <li>• What would happen if you did nothing?</li> </ul> |
|--|--|

## **7.2 The STEER Model**

The STEER model (Spot, Tailor, Explain, Encourage and Review), like GROW, is task oriented and also has its basis in the world of sport. But it differs from the GROW model, and from the other models detailed below, in that it includes the coach demonstrating how a specific task should be done.

---

**S** – Spot training needs

**T** – Tailor training content to meet the needs of individuals

**E** – Explain and demonstrate how the task should be done

**E** – Encourage the individual while he/she is learning

**R** – Review progress during and on completion of learning.

## **7.3 Negotiable Contracting**

Negotiable contracting consists of giving students shared ownership in their own learning. The teacher serves as a facilitator of discussion of the assessment process. Students and the teachers work together to define what they think is quality work.

In the coaching environment, the teacher as coach initiates a dialogue with the class, an egalitarian “eyeball to eyeball” talk with the students empowering them to decide what exactly should be graded and how. What can better demonstrate the highest level of attainment in the learning experience than the give and take of a dialogue, where teacher and students exchange ideas and information in a setting that teems with mutual respect and equality.

## **7.4 Coaching Through Facilitation**

Facilitation is a process through which a person helps a group complete its work and improve the way it works together. In other words, this person has the necessary knowledge, explains the process to the team members, guides and encourages them to contribute ideas, and in the mentoring spirit, enables the team to work together better.

As a facilitator, a faculty needs to provide direction that supports accomplishing tasks and team success. This can be done by helping the team stay focused on the jobs they must complete. Many people, however, have trouble distinguishing the difference between teaching and facilitating. The difference is when a faculty communicates the knowledge they have learned on a given subject to one or more people, it is called as teaching. In facilitation, facilitators enable communication within a group so that everyone contributes knowledge and experience toward the solution.

---

### 7.5 Solution-focused Coaching: The OSKAR model

Solution-focused coaching differs from other approaches focusing on the problem as a way of moving forward, by focusing instead on solutions. **The OSKAR model (Outcome, Scaling, Know-how and resources, Affirm and action, Review)** is one of the tools used to guide solution-focused coaching. This approach is designed to discover what is working well and to replicate that, rather than continuing to do what is not working well. It centers on bringing out the existing skills and capabilities of the person being coached/ mentored to reach the goals that the coached person has set for him/herself. The questions that this model prompts the coach to ask are designed to create a sense of possibility and capability.

### 7.6 Transformational Coaching

Transformational coaching uses story-telling as a method of inspiring participants to reconsider how they tell stories about themselves, in the belief that stories shape, limit and define a person's way of being. According to this technique, reframing stories about oneself is part of the process of reframing one's view of oneself. Thus the three aspects of transformational coaching are:

- **Transforming who people Are (triple-loop learning).** Empowering people to create a shift in their context or point of view about themselves with the intent of helping them learn, grow, and produce the results they truly desire.
- **Coaching people to learn to do new things (double-loop learning).** Enabling people to fundamentally reshape their patterns of thinking with the intent of helping them break through impasses and learn to do different things.
- **Coaching for incremental improvement (single-loop learning).** Coaching people to continuously improve their current practices or do what they are already doing better.

## 8. REVIEW OF COUNSELLING LITERATURE

Performance counseling is a manager-initiated strategy for improving employee's performance. It is the process of communicating to an employee the manager's assessment of the strong aspects of the employee's performance of jobs and ways in which that performance may be improved. Performance counseling helps to remove or reduce the inner obstacles to outer performance.

These inner obstacles could be due to personal problems or organizational changes that adversely affect job performance.

### 8.1 Principles of Performance Counseling

- Strengthening communication between manager and the employee.
- Making the employee understand performance level exhibited by him-successful performance or marginal
- Involving the employee in the problem-solving process.
- Enabling the employee to identify elements that contributed to success
- Helping the employee to attain performance objectives.
- Motivating the employee for gaining commitment to improve performance.
- Maintaining and increasing the employee's self-esteem
- Providing support, guidance, and resources as may be required by the employee to successfully achieve performance objectives.
- Encouraging the employee to learn.
- Focusing on behavior, not personality.
- Using reinforcement techniques to shape behavior.

### 8.2 Performance Counseling Skills

- **Active listening:** In context of Speaker's message, Eye contact, Body posture, Head nods, Facial expressions
- **Responding:** Active listening is followed up with responding by the managers to show that they understand their employees. Managers should clarify and confirm the employee's response in order to remove any ambiguity that may prevail in their minds by summarizing, interpreting, and clarifying employee's message. The manager's empathy in responding to the employee shall make the performance counseling a success by enabling the employee to help himself.
- **Questioning:** Although a necessary skill, questioning must be used with caution. Too many questions can aggravate the power differential between managers and employees and place the employee in passive mode. The employee may also react to excessive questioning as an intrusion of privacy and become defensive. Generally the questions should be open-ended to gain insight into an employee's performance related problems. Well-posed questions may help to verify understanding, encourage further explanation, or help the employee move through the stages of performance counseling session.

## 9. APPROACHES OF COUNSELING AND ITS IMPLEMENTATION

### 9.1 The 3-Step Process of Problem Solving

There are always those moments when a student or even a counselor finds that they are confronted by a problem that seems impossible to solve. In this situation, a faculty as a counselor could come to the rescue, using the 3-step process that achieves great results. In essence, it is a reflective process to ask the right questions (Wright, 1998). The counselor working with the student, looks back upon similar situations to determine what has been successful, allowing the youngster to decide what exactly had made it successful, why it succeeded in the first place, and how that particular formula can be applied. It gives them empowerment and motivation.

- STEP 1:** What in the **past was similar** to what you are dealing with currently? How were you able to solve that problem? Describe what made it successful.
- STEP 2:** Why did it **work so well**? How can you assess what worked? Describe specifically what steps you used.
- STEP 3:** How can you use that knowledge and **apply it to your current situation**? What strengths and resources do you have that will help you achieve your current goal?

### 9.2 Behavioral Counseling

This is based on the premise that primary learning comes from experience. The initial concern in therapy is to help the client analyze behavior, define problems, and select goals.

Therapy often includes homework, behavioral experiments, role-playing, assertiveness training, and self management training. Like its cognitive therapy cousins it utilizes collaboration between client and therapist, and is usually of short duration.

### 9.3 Cognitive Counseling

This method of Counseling is based on the belief that our thoughts are directly connected to how we feel. The cognitive therapies include Rational-Emotive, Cognitive Behavioural, Reality, and Transactional Analysis.

A counselor here tries to solve present day problems by helping students to identify distorted thinking that causes emotional discomfort. There's little emphasis on the historical root of a problem. Rather, what's wrong with my present thinking that it is causing me distress is emphasized.

Sachdeva, S.  
Malhotra K.

Common traits among the cognitive approaches include a collaborative relationship between counselor and student. This method is best known for treating mild depression, anxiety, and anger problems.

## 10. DIFFERENCE BETWEEN COACHING, MENTORING AND COUNSELING

Coaching	Mentoring	Counseling
<b>FOCUS:</b> On performance	On learning/development	On problem solving and decision making
<b>PURPOSE:</b> Performance to be enhanced	Learning to take place	Problems/issues to be solved
<b>RELATIONSHIP:</b> Comes with the job	Self selected or assigned	Self selected
<b>AUTHORITY:</b> Coach, boss	Mentor, advisor	Counselor, confidant
<b>AGENDA:</b> Coach sets the agenda	Mentee sets the agenda	Agenda mutually discovered by counselor and counselee
<b>LEADER'S ROLE:</b> Sets goals, advises and critiques	Teaches, advises and prods	Asks, listens and facilitates
<b>FOLLOWER'S ROLE:</b> Follows suggestions, tries suggested methods	Asks, listens, learns and experiments	Shares problems and feelings and tries new ideas
<b>OUTCOMES:</b> Teamwork, performance	Affirmation, learning	Problems solved, decision made
<b>ARENA:</b> Job and organization	Work and Life	Life and home

## 11. AREAS WHERE A TEACHER ACTS AS A MENTOR, A COACH AND A COUNSELOR COUNSELING

MENTORING	COACHING	COUNSELING
CIIE	PDPs	Anti Ragging
Mentorship Programmes	Conferences and Workshops	Sexual
	Projects and Dissertations	Harassment
	Online courses	Grievance Handling
	Clubs, Committees and Societies	

## 12. GUIDELINES FOR TEACHER'S TO ACT AS A MENTORS

As highly performing teachers, the prime expectations are about pedagogy which includes:

- Quality teaching in the provision of education for all students.
- Improving student outcomes.
- Integrating ICTs into classroom practices.
- Data driven differentiated instruction.
- A mindset of being united in pursuit of excellence.
- Demonstrating effective teaching.
- High level pedagogical content knowledge relating to curriculum area(s)

## 13. MENTORING PROCESS IN A STUDENT-TEACHER MENTORING PROGRAMME

Student teaching progresses through five stages of mentoring and supervision. Typically Stages 1, 2 and 5 require approximately two weeks to accomplish the desired objectives, and Stages 3 and 4 occupy the remaining time. While the length and structure of each stage will vary, all are important to student teaching success.

### Stage 1: Observation

- The student teacher observes as the mentor teacher models good teaching practices.
- The student teacher should be able to clearly reflect understanding of the skills demonstrated before moving to the next stage. During this time the student teacher should be anticipating and preparing for Stage 2.

### Stage 2: Team Work

- The student teacher and the mentor teacher plan and teach lessons collaboratively.
- The team teaching experience should provide opportunities for the student teacher to ask questions and for the mentor teacher to demonstrate specific techniques.

### Stage 3: Independent Teaching with Observation

- The student teacher teaches independently, with the mentor teacher reviewing lesson plans and observing the student teacher's instruction methods.
- The mentor teacher holds a conference with the student teacher after each lesson, providing encouragement and feedback.

---

Sachdeva, S.  
Malhotra K.

---

#### **Stage 4: Independent Teaching**

- The student teacher teaches independently, continually gaining independence and confidence.
- The students in the classroom learn to depend on the student teacher rather than on the mentor teacher during this stage.
- The student teacher has many opportunities to exercise judgment and learn from experience while teaching independently.
- Conferencing continues throughout this stage.

#### **Stage 5: Closure with Critical Observation**

- The mentor teacher begins to resume more responsibility for the classroom.
- The student teacher may again become the observer, now from the vantage point of more knowledge, or he or she may be invited to observe in other classrooms.
- The student teacher may now repeat a personal evaluation with new insights on his or her knowledge and skills.

#### **The Value of Mentoring**

At its most basic level, mentoring helps because it guarantees a young person that there is someone who cares about them. A child is not alone in dealing with day-to-day challenges.

Think back. Did you know how to study for a test or make plans for college? Do you remember wanting your first car or looking for a part-time job? Simple things that seem easy or straightforward to you now may appear to be a complete mystery to a young person.

Mentors provide their mentees with an experienced friend who is there to help in any number of situations.

### **14. GENERAL GUIDELINES FOR TEACHERS TO ACT AS A COACH**

#### **Support for education**

- Mentors help keep students in school.
  - Students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class (Public/Private Ventures study of Big Brothers Big Sisters).
  - Mentors help with homework and can improve their mentees' academic skills.
-



### **Support with day-to-day living**

- Mentors help improve a young person's self-esteem.
- Youth who meet regularly with their mentors are 46% less likely than their peers to start using illegal drugs and 27% less likely to start drinking (Public/Private Ventures study of Big Brothers Big Sisters).
- About 40% of a teenager's waking hours are spent without companionship or supervision. Mentors provide teens with a valuable place to spend free time.
- Mentors teach young people how to relate well to all kinds of people and help them strengthen communication skills.

### **Support in the workplace**

- Mentors help young people set career goals and start taking steps to realize them.
- Mentors can use their personal contacts to help young people meet industry professionals, find internships and locate job possibilities.
- Mentors introduce young people to professional resources and organizations they may not know.
- Mentors can help their mentees learn how to seek and keep jobs.

The number of ways mentoring can help a youth are as varied as the people involved in each program. While the lists and statistics can be impressive, personal stories can be even more impressive.

- Begin by helping the new teacher to establish realistic and appropriate goals for professional performance.
- Foster the novice's sense of personal efficacy.
- Embed the teacher's reflection within the context of the classroom.
- Challenge the novice to use a problem-solving approach to analyzing instructional events.
- Support the teacher's efforts to try new instructional strategies.
- Guide and support reflection throughout the instructional process.
- Support and guide metacognitive reflection throughout the coaching process.

## **15. GENERAL GUIDELINES FOR TEACHERS TO ACT AS A COUNSELOR**

- Recognize the student's need for intervention and build rapport.
-

---

Sachdeva, S.  
Malhotra K.

---

- Provide an appropriate time to truly listen to the child.
- Help the person identify and clarify the problem.
- Illuminate options and alternatives for problem solving.
- Help create goals to facilitate improvement or change.
- Encourage the student to succeed.
- Enhance child's perspectives, well being through educating about the problem.
- Refer to others if in depth skills are needed.
- Keep the student's confidence sacrosanct unless abuse is involved or it is believed that the student might hurt self or others.
- Listen to the inner messages that come through interaction with the child.

## 16. CONCLUSION

Mentoring, coaching and counseling is all part of educational training to develop people in the professions. They are related to self-development, professional growth and career development of the subordinate and can also be used in education sector where a teacher play's the role of a mentor/ coacher/ counselor and a student play's the role of a mentee/ coachee. The mentor's/ coach's/ role is to help learners to achieve their goals by acting as counselor, facilitator, advisor and guide. Counseling is an important function in relation to the above-mentioned because it can lead to an improved relationship between the supervisor and supervisee. It consists of support, feedback, providing counseling, consultation, teaching, evaluation, motivation and the monitoring of professional issues. One of the important functions of a supervisor is to be a role model for the supervisee.

In order to react effectively, a mentor/coach/counselor must: (1) have certain goals and plans; (2) be a good communicator; (3) have the knowledge and relevant skills about the candidate's area of interest; (4) be able to establish a good and professional relationship; and (5) be flexible in supervision strategies depending on the individual requirements. In maintaining a good relationship, the supervisor and supervisee must have certain goals or objectives. The relationship will focus on these and both parties must trust, respect, empathize and be honest to each other. Apart from this the paper also focuses on certain supervisory approaches and its implementation which include: GROW Model, STEER Model, OSKAR Model, and Negotiable Contracting etc. that can be commonly adopted towards students in order to help them achieve their objectives.

## REFERENCES

- Abiddin (2012). Building Excellent Workforce through Effective Coaching for Coachees' Development, 26(32), 2-4.  
<http://www.macrothink.org/journal/index.php/ije/article/download/1503/1218>
- Agunis, H. (2008), Performance Management, Second Edition. Pearson Education, New Delhi
- Bagchi., S.N. (2010). Performance Management, Cengage Learning, New Delhi.
- Brown, R. D. and Krager, L. (1985). Ethical Issues in Graduate Education: Faculty and Student Responsibilities. Journal of Higher Education, 56(4), 403-418.  
[http://www.fatih.edu.tr/~hugur/love\\_to\\_read/Ethical%20Issues%20in%20Graduate%20Education%20Faculty%20and%20Student%20Responsibilities.pdf](http://www.fatih.edu.tr/~hugur/love_to_read/Ethical%20Issues%20in%20Graduate%20Education%20Faculty%20and%20Student%20Responsibilities.pdf)  
<http://dx.doi.org/10.2307/1981303>
- Clutterbuck, D. (1991). Everyone Needs a Mentor. Institute of Personnel Management. In Parsloe, E. (1992). Coaching, Mentoring and Assessing- A Practical Guide to Developing Competence. London: Kogan Page.  
<http://www.macrothink.org/journal/index.php/jse/article/download/1226/1064>  
<http://www.coaching.in/>
- Cooper, A. M. and Palmer. A. (1993). Mentoring and Preceptor ship - A Guide to Support Roles in Clinical Practice. London: Blackwell Scientific Publications
- Evered, R. D. and Selman, J. C. (1989). Coaching and the Art of Management Organizational Dynamics, 18, 16-32.  
[http://www.ufhrd.co.uk/wordpress/wp-content/uploads/2008/06/18\\_ellinger\\_beattie\\_hamlin\\_wang\\_trolan.pdf](http://www.ufhrd.co.uk/wordpress/wp-content/uploads/2008/06/18_ellinger_beattie_hamlin_wang_trolan.pdf)  
<http://education.byu.edu/ess/mentoring.html>  
<http://faculty.virginia.edu/coachingteachers/paradigm5.html>
- Fisher, B. (1994). Mentoring. London: Library Association Publishing [http://www.unifr.ch/fmentoring/assets/files/rapports%20progr6/BrewertonA\\_Mentoring.pdf](http://www.unifr.ch/fmentoring/assets/files/rapports%20progr6/BrewertonA_Mentoring.pdf)  
<http://www.giftsofideas.net/story.asp?story=61>
- Hamilton, M. S. (1981). Mentorhood, a Key to Nursing Leadership. Nursing Leadership, 4(1), 4-13 <http://www.ncbi.nlm.nih.gov/pubmed/6907798>
- Heinz, H. J. (2003). Mentor Program Guidelines.  
<http://www.mism.cmu.edu/mentorsite/programguidelines.asp>
- Kandula, S.R.(2007). Performance Management. PHI of India, New Delhi
- Kohli, A.S. & Deb, T. (2009). Performance Management. Oxford University Press, New Delhi
- Lee, A. (2003). Qualities and Guidelines for Mentor and Mentee.  
[http://www.vtoast.com/printer\\_48.shtml](http://www.vtoast.com/printer_48.shtml)  
[http://www.mentoring.org/about\\_mentor/value\\_of\\_mentoring](http://www.mentoring.org/about_mentor/value_of_mentoring)
- Michael Armstrong (2009) Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance, Kogan Page Publishers
- Oermann, M. H. and Garvin, M. F. (2001). When Coaching New Grads. Nursing Management, 32(1), 26-27. <http://dx.doi.org/10.1097/00006247-200101000-00012>

---

Sachdeva, S.  
Malhotra K.

<http://www.rdrb.utoronto.ca/browse.php?type=source&source=Nursing+Management&groupArray%5B%5D=Continuing+Education+and+Knowledge+Translation>

Pearson, G. (2001). Coaching: The Latest Buzz Word and Business Fad, or an Invaluable and Indispensable Activity for All Organisations?

<http://www.acrpi.com/crf/12-2pearson.html>

Prem Chadha (2003) Performance Management: Its About Performing – Not Just Appraising, Mc Millan

---

Parsloe, E. (1992). Coaching, *Mentoring and Assessing- A Practical Guide to Developing Competence*. London: Kogan Page

Rao, T.V. (2008). Performance Management and Appraisal Systems: HR Tools for Global Competitiveness, Response Books: A division of Sage Publications

Smither, J.W. (2009). Performance Management: Putting Research into Practice. Wiley

Seifert, L. (2004). Coaching One-to-One. <http://www.for-trainers.com/coaching2.htm>