

## **Our Program**

Our program is a blend of coaching and mentoring that is focused on skills by default. The Skills Coaching Program is located between the transfer of information where the mentor is a resource and advisor, and a full mentor including acting as life coach, consultant and or sponsor.

Between the mentor and the IIBA Toronto Skills Coaching Program, the coachee will receive training about tasks and techniques that may be organization specific, plus the coach will provide first-hand references and be themselves a role model.

The Program spans entry-level needs to senior evolving practices and aiding those in looking what are the options outside the current organizational environment.

The Program's main component is 12 active weeks. You will be paired as a mentor/coach and mentee/coachee. In week one, you will participate in a live event if your schedule allows. There will be a handful of opportunities to meet and collaborate with the whole group should you desire.

## **Growing the Relationship**

Our introductory session takes you through the steps of starting and growing your coaching relationship.

*A coach will help you do what you need to do,  
A mentor will help you do what you want to do.*

*IIBA Toronto Skills Coaching &  
Mentoring Program 2017*

## Coaching, Mentoring and their Differences

### Coaching and Mentoring: How They Differ

Factors	Coaching	Mentoring
<b>Goals</b>	To improve performance, correct inappropriate behavior or to impart new skills the employee needs to know.	To support and guide personal and professional growth of the mentee.
<b>Initiative for Mentoring</b>	Coach directs the learning.	Mentee is in charge of his or her learning.
<b>Focus</b>	Immediate problems and learning requirements.	Long-term personal career development.
<b>Experience</b>	Coach does not have to be an expert in the subject.	Mentors are chosen for their knowledge and expertise in a given field.
<b>Roles</b>	Telling with appropriate feedback.	Listening, providing a role model, and making suggestions and connections.
<b>Duration</b>	Concentrates on short-term needs. Administered on an “as-needed” basis.	Long-term
<b>Volunteerism</b>	Subordinate must agree to accept the coaching, it is not necessarily voluntary.	Both mentor and mentee participate as volunteers.
<b>Scheduling</b>	Narrow focus and time restrictions require carefully structured and scheduled meetings.	Flexibility of goals is reflected in the informality of the meetings.
<b>Relationship</b>	Coach is “coachee's” boss.	The mentor should not be in the mentee's chain of command.

Adapted from: Kram, Kathy, "Mentoring at Work: Developmental Relationships," 1988

## IIBA Toronto Skills Mentoring Program Takes From Both

Our program is skills based. We encourage you to outline what you propose to achieve in the twelve weeks, and then we will help you execute your program and reach your targets.

### Supporting Individual Development

*The intent of mentoring is to support individual development through both career and personal functions in the following ways:*

<b>Career Functions</b>	<b>Personal Functions</b>
<b>Sponsorship</b> Mentor opens doors that would otherwise be closed.	<b>Role Modeling</b> Mentor demonstrates the behaviors, attitudes, and values that lead to success in the field.
<b>Coaching</b> Mentor teaches and provides feedback	<b>Counseling</b> Mentor helps mentee deal with difficult professional dilemmas.
<b>Protection</b> Mentor supports the mentee and/or acts as a buffer.	<b>Acceptance and Confirmation</b> Mentor supports the mentee and shows respect.
<b>Challenge</b> Mentor encourages new ways of thinking and acting and pushes the mentee to stretch.	<b>Friendship</b> Mentor demonstrates personal caring that goes beyond business requirements.

*Source: (Kram, Kathy, Mentoring at Work, 1988)*

## **Definition of a Mentor**

A mentor facilitates personal and professional growth in an individual by sharing the knowledge and insights that they learned through the years. A mentor's purpose is to be a role model, a coach, a broker, and an advocate.

## **Role Model**

A role model is a person so effective in a professional or personal way that he or she is a model for others.

## **Coach**

Mentoring includes being supportive of the mentee's ideas; but it also requires acknowledging the strengths and helping the mentee to see the weaknesses in their ideas and overcome any shortcomings.

## **Advocate**

Mentors serve as cheerleaders for their mentees, offering positive feedback to the mentee and to others about their work. Mentors need to acquire a reputation for being genuine and sincere with their praise by citing specific instances in which their mentee demonstrated his or her potential.

## **Effective Mentoring Characteristics**

### **Spot the Potential & Believe in Others**

Effective mentors have a positive view of others that greatly increases how much learning can be transferred.

### **A Networked & Resourceful Guide**

Effective mentors enjoy a positive reputation and are held in high regard. They act as a repository of information and provide just-in-time learning.

### **Display Patience and Tolerance**

Effective mentors allow mentees to make mistakes and use the mistakes as opportunities to teach/learn.

### **Give Encouragement**

Effective mentors possess the ability to build up mentees' self-esteem and encourage them.

### **See the Big Picture**

Effective mentors have a larger perspective that helps them generate useful suggestions and bring up points that the mentee would otherwise not consider.

If you are forgetful, fail to return phone calls, miss scheduled meetings, or are not accessible in an hour of need, then you are too busy to be a mentor.

## Ineffective Mentoring Characteristics

### Too Busy to Mentor

Being busy does not have to kill a mentoring relationship; however, being too busy will.

### Use the Mentee as Help

Instead of having the mentee's best interests at heart, you pass on responsibilities, assignments and loads of extra work that you do not want to do.

### Overly Critical

If you are a criticizing mentor, you always point out why something is wrong. You feel that your position gives you a right to point out mistakes—all of them.

### Not with the Times

You do not keep pace with the times and do not know the current trends of your field. In today's fast-paced information world, mentees need mentors who are keeping pace with the times.

### Ego Striving

If you feel it might endanger your spotlight if your mentee becomes more successful than you do, then mentoring is not for you. Always having to be a notch up on the mentee will interfere with the free sharing of learning.

## **Definition of a Mentee**

A mentee also known as a protégé, refers to the less experienced person who is receiving and benefiting from the acquired wisdom and years of practice of the more experienced individual.

## **Effective Characteristics of a Mentee**

### **Goal-Oriented**

Effective mentees place a high value on setting and accomplishing goals.

### **Seek Challenges**

Effective mentees are not satisfied with status quo and are vocal about wanting and accepting new challenges.

### **Take Initiative**

Effective mentees do not wait for others to notice them or their abilities and are willing to initiate a positive learning activity.

### **Show Eagerness to Learn**

Effective mentees are curious about what they do not know and are able to ask for assistance or resources when faced with uncertain circumstances.

### **Accept Personal Responsibility**

Effective mentees do not shift blame, procrastinate or become easily distracted, but readily admit and own failures and shortcomings.

## **Ineffective Characteristics**

### **Too Self-Promoting**

Ineffective mentees are constantly positioning themselves or engaging in name-dropping.

### **Too Busy**

Ineffective mentees have too much activity going on in their lives and will not give the mentoring relationship the proper time and attention required to be successful.

### **Lack Passion for Others' (Mentor's) Area of Expertise**

Ineffective mentees do not show a personal drive to excel in other people's (mentor's) area(s) of mastery.

### **Lack Focus**

Ineffective mentees hop from one thing to the next without committing to anything.

### **Overly Dependent**

Ineffective mentees are overly needy for approval or require constant supervision, which is the job of the supervisor, not the mentor.

## **Reasons Why Coaching and Mentoring Work**

Effective mentoring relationships are reciprocal: Both parties gain access to information, ideas, and new ways of doing things.

### **Experience is the best teacher**

Mentoring survives because having another person explain something to you and answer your questions is a preferred way of learning values, skills, and information over seeing it on video or reading about it.

### **Synergy: Result is greater than the sum of individual capabilities**

Synergy is the ability of two or more people to achieve an outcome that each is incapable of doing alone. The energy and confidence that comes from a mentoring partnership are powerful forces.

### **Perpetuation of positive influences**

How many secrets that would benefit humankind have been lost with the passing of the discoverers? Mentoring allows the tips and tricks of an accomplished master to be passed on to the upcoming generation without the information becoming part of the public domain. It ensures that the positive effects of the mentor's actions will continue without him or her.

### **Natural transition of life**

Often it is a person in the mid-stages of their career that is interested in becoming a mentor. Not only does it provide them with an opportunity to pass on the wisdom they have learned over the years, it affords them a chance for introspection and reassessment of their career.

## Coaching / Mentoring Continues To Evolve

Adult Learning Principle	Area Impacted	Change in Focus
Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.	Mentee Role	The coachee is an active partner participating and designing their own program
The role of the facilitator is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place.	Mentor Role	The coach/mentor is a facilitator partnering with the coachee.
Adults have a need to be self-directing.	Learning Process	Self-directed and mentee responsible for own learning
Readiness for learning increases when there is a specific need to know.	Relationship Duration	This is first about the goals defined and agreed upon, then it is about the calendar.
Life's reservoir of experience is a primary learning resource; the life experiences of others add enrichment to the learning process.	Relationship Type	In your life there will be multiple mentors and multiple models for the mentorship relationship (individual, group, peer, etc.). IIBA Toronto uses Individual (Skills Coaching, Leadership Mentoring), Group (Study Group), and Peer-To-Peer (Small Group Meetup).
Adult learners have an inherent need for immediacy of application.	Program Setting	IIBA Toronto encourages multiple and varied venues and opportunities. We continually evolve and modify.
Adults respond best to learning when they are internally motivated to learn.	Program Focus	We encourage process-oriented learning with critical reflection and application versus product-oriented learning with knowledge transfer and acquisition.

*Adapted: Zachary, A Manager's Guide to Mentoring, 2000*