

CONTENTS

A personal note from Ed Parsloe, CEO, The OCM x
Preface xi

PART ONE The purpose, nature and practice of coaching and mentoring 1

01 In the mainstream? 3

The management and academic ‘influencers’ 4
The sport coach ‘influencers’ 5
The human resources professional ‘influencers’ 6
The counselling, psychotherapy, psychology and philosophy ‘influencers’ 7
The professional body ‘influencers’ 8
So where does that leave us? 9
Endnotes 18

02 Models of coaching and mentoring 19

Towards an ideal model 19
The generic coach-mentoring process 21
The coaching benefits scorecard 25
Mentoring 31
A ‘contracting’ process model 36
The manager or leader as a coach-mentor 38
A coach-mentoring competence model 40
Summary 41
Endnotes 42

03 Community mentors and life coaching 43

What is life coaching? 43
Community mentoring 49
The learning mentor 57
The emergence of the coach-mentor 64
Endnotes 67

- 04 Helping people to learn how to learn 69**
- What is a learning organization? 70
 - Transformational learning 73
 - Towards a learning organization model 75
 - Choosing how best to learn 77
 - Learning or development? 85
 - Self-managed learning 87
 - Principles of adult learning 98
 - Endnotes 99
- 05 Awareness of individual differences 101**
- Beliefs and values 102
 - Culture and diversity 102
 - Gender 103
 - Philosophies 105
 - Psychological influences 109
 - How do we apply our understanding of differences to our practice? 118
 - Endnotes 121
- 06 Feedback that builds confidence and success 123**
- Observing performance 125
 - Potential barriers to effective feedback 126
 - Feedback that builds confidence 129
 - Observing a team 131
 - Handling the feedback session 135
 - Visualizing successful performance 137
 - Harnessing the essential mental qualities 138
 - Making winners 139
 - Endnotes 140
- 07 Observant listening 141**
- It isn't simple to observe 142
 - The importance of observing body language 144
 - Awareness of personal space 146
 - Trust and distrust 147
 - Myths and prejudices 148
 - Active listening 148
 - Telephone coaching 152
 - Endnote 154

- 08 Questioning** 155
- Understanding the basic types of question 155
 - A variety of useful question types 157
 - Types of questions to be avoided 159
 - Questioning techniques 160
 - Endnotes 182
- 09 Situational supervision?** 183
- Situational supervision 183
 - What is coaching supervision? 185
 - Formal or informal? 186
 - How does supervision add value? 192
 - Endnotes 195
- 10 An industry or a maturing profession?** 197
- What makes a profession? 197
 - So, is it a profession or an industry? 206
- PART TWO** How to effectively implement coaching and mentoring in organizations 209
-
- 11 Why invest in CAM? What and where is the need?** 211
- Ed Parsloe*
- What is great CAM? 211
 - What is the focus of a CAM agenda and where will it have the greatest impact? 215
 - How do you build a business case and get buy-in? 218
 - What will you measure and how will you measure it? 222
 - Endnote 223
- 12 Coaching and mentoring: what they are and how they are used in organizations** 225
- Charlotte Bruce-Foulds, Graham Clark and Katherine Ray*
- What are coaching and mentoring? 226
 - The emergence of the coach-mentor 228

How organizations implement coaching and mentoring	228
What topics do organizations use coaching and mentoring for?	233
A coaching culture – what is it and how can I create it?	236
Endnotes	242

13 Implementing coaching and mentoring 243

Graham Clark

Initiation	243
Communication and buy-in with stakeholders	245
Importance of sponsorship within the organization	246
Design/creation	247
Setting up your project team	248
Effective processes	250
Evaluation/impact review and learning	259
What derailers might you face and how can you address them?	262
Checklist for successful implementation	263
Endnote	264

14 Roles and responsibilities in coaching and mentoring 265

Katherine Ray

Whose role and responsibility are coaching and mentoring in organizations?	266
Conclusion	278
Endnotes	279

15 Supervision in practice 281

Angela Hill

The role of supervision in developing coaching capacity in the organization	282
The fundamentals for implementing supervision	285
Outcomes of a ‘built in’ approach to supervision	293
Summary	294
Checklist	294
Endnotes	296

16 Coaching the team 297

Jackie Elliott

- Introduction to team coaching 297
- Why team coaching now? 298
- What do we mean by coaching a team? 299
- Learning teams: the link between high-performing teams
and teams that can reflect on their own process 302
- Role of the leader in coaching the team 303
- Role and relationships of the team coach-mentor 305
- Team coach-mentoring contract 308
- Team coaching objective 309
- Summary 309
- Endnotes 311

17 Coach-mentoring in the system and the impact of culture 313

Angela Keane

- Working and living in systems 314
- We are all influenced by and have impact on the systems
around us 315
- The individual as a cultural system 316
- The organization as a cultural system 318
- On-boarding and transition coaching 320
- Introducing and embedding a coaching culture 320
- Conclusion 321
- Endnotes 322

18 What's next? 323

Diane Newell

- Changes in people 324
- Changes in technology 327
- Changes in organization 328
- Endnotes 330

*Appendix: The OCM ELECTRIC Coaching™ and ELECTRIC
Mentoring™ framework 331*

Index 332