



EURO Scout.Doc

MENTORING AND COACHING

Introduction

Mentoring and coaching - background

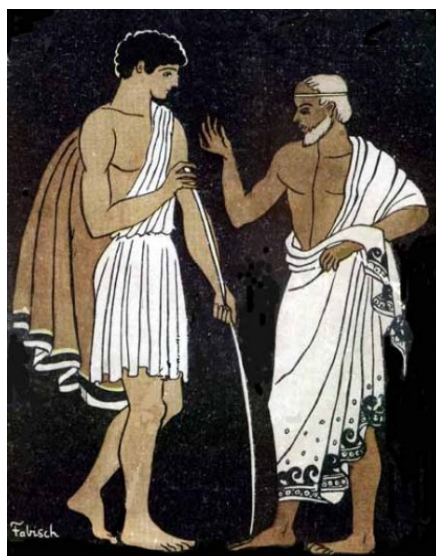
The aim of this Euro Scout.Doc is to introduce the concepts of Mentoring and Coaching within scouting and guiding. These concepts can be used to create and enhance intergenerational dialogue as a means of enhancing youth empowerment. Mentoring and coaching can also be used to provide scouts and young scout leaders with new skills and knowledge. These new skills and knowledge allow scouts and young scout leaders to become empowered citizens of both scouting and the world. Mentoring and coaching are both processes which are suitable to be used at all levels of scouting, from the local group to larger scale projects, for example a Nationally run initiative.

The theory behind mentoring and coaching

The terms mentoring and coaching are defined in different ways depending on

the context in which they are being used. They are often used interchangeably (swapped for each other), although they are different processes. The following paragraphs describe the processes of mentoring and coaching as they are referred to in this document.

A mentor is a trusted counsellor or guide. The term originated in Greek mythology when Odysseus entrusted his friend Mentor to protect and educate his son Telemachus. The term mentor has become synonymous with a wise teacher or advisor to another.



A coach is someone who instructs/trains a person or a group of people; especially one who instructs players in the fundamentals of a competitive sport and directs team strategy. A coach involves themselves in a specific task or tasks, with more emphasis on a plan moving forward or the teaching of a skill and less on the personal development of the student/trainee.

The table below compares mentoring and coaching:

	Mentor	Coach
Focus	Individual	Performance
Role	Facilitator with no agenda	Specific agenda
Relationship	Self-selecting	Comes with the job
Source of influence	Perceived value	Position
Personal returns	Affirmation / learning	Teamwork / performance
Arena	Life	Task-related

Focus

Whether a mentor is appointed via a formal mentoring programme/process, an arrangement is made based on existing friendship or a relationship arises spontaneously via shared work or shared interests, the focus of the mentoring relationship is individual support for the trainee. This support is centred around fostering growth, development and empowerment of the trainee. One of the differences between coaching and mentoring is the tone of the relationship with the trainee. A mentoring relationship is a more relaxed and personable relationship. The approach of the mentor is specific to the trainee each mentor-trainee relationship will be unique, even if the mentor has more than one mentoring relationship at a particular time. Each mentoring relationship will differ due to the individual needs of the trainee.

A coach is appointed due to a specific knowledge/skill-set. Imparting this knowledge to the trainee is the focus of the relationship. A coaching relationship is moving towards a set destination from the beginning of the relationship and the endpoint is known from the beginning. The coach's focus is on the progress that the trainee is making in terms of the knowledge/skill-set.

Role

A mentor acts as a counsellor who provides guidance, advice and champions the trainee's growth through development and learning. Ideally it should be a power-free relationship, which is mutually beneficial for both the mentor and the trainee. The trainee gains guidance through wisdom and advice from the mentor's experience and the mentor gains an insight into their leadership/management style. It also provides an excellent opportunity for both parties to create a lasting friendship.

The role of a coach is set from the beginning of the relationship and is usually based on the teaching of a skill or imparting specialist knowledge. The benefit for the trainee is acquiring the skills of the coach. The benefit for the coach is satisfaction of their skill-set being shared and learned by another.

Relationship

Mentoring relationships can be formal or informal, self-selecting or otherwise. It is a long-term relationship, where the expectations are based around the personal development of the trainee. The expectations should be discussed and agreed upon by the mentor and the trainee at the beginning of the relationship. Together the mentor and the trainee determine the depth or intensity of the relationship in terms of frequency of contact and length of meetings.

Coaching is a short-term relationship with clear-cut expectations around the learning of a new skill or knowledge. The goals of the relationship are set from the beginning. The length of time spent acquiring the skills or knowledge should be agreed upon in order to maximise the potential of the relationship.

Source of influence

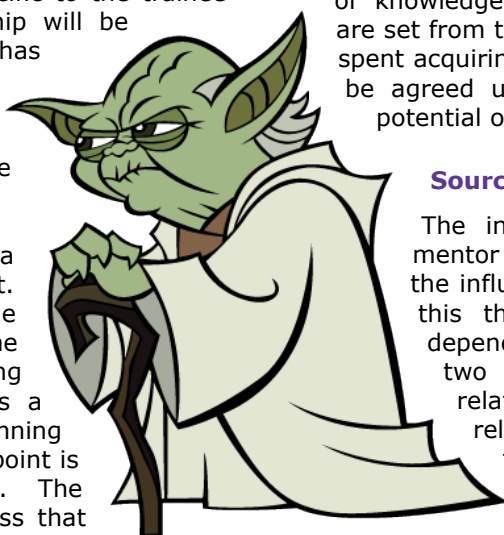
The interpersonal skills of both the mentor and the coach will determine the influence on the trainee. Along with this the mentoring relationship also depends on the extent to which the two parties involved build a relationship. The depth of the relationship depends on time spent together and invested in the relationship.

This is in contrast to the coaching relationship where it is generally a short-term relationship, based on the learning/teaching of a skill or imparting of specific specialist knowledge. The personal relationship formed between the coach and the trainee is not as central to the relationship as the bond between the parties involved in a mentoring relationship.

Personal returns

The result of a mentoring relationship is personal growth and development for the trainee. The mentor is provided with a chance to reflect on their leadership style. A successful mentoring relationship results in large gains for both the trainee and the mentor. Both parties involved benefit via the creation of a new relationship, which can be intergenerational, through which the exchange of opinions and knowledge can benefit both parties.

The results of a coaching relationship are more tangible, with the relationship usually based around the learning of a skill or the imparting of specific knowledge. The return for the trainee is the gaining of a skill or some specialist knowledge.



Conclusion

Mentoring and coaching are not the same processes. Mentoring is a long-term, mutually beneficial relationship between both parties involved - the mentor and the trainee. The relationship can be a formal or informal one.

Coaching is a short-term, task focused relationship, with little room for a non-formal relationship.

Informal mentoring occurs regularly within scouting. Mentoring relationships exist between older and younger scouts: the patrol leader and a patrol member. The relationship that exists between the scout leader and the scout should also be a type of an informal mentoring relationship.

Coaching also exists already within scouting, without having this label. An older scout teaching a younger scout certain skills, this happens on a weekly basis at most scout meetings.

Practical Applications

Local Mentoring

A leader from a local scout group wants to start a Rover section in his scout group because there is none (yet). After consulting the toolkits provided by his NSO / NSA, he decides to arrange a meeting with a Rover leader from another village, whose Rover group is thriving both in terms of number of members and programme being ran. In this newly formed mentoring relationship the trainee or new Rover leader can approach his mentor for support, information and affirmation. The mentor shares his/her personal experiences and provides expertise and wisdom. All of this leads to a mutual enrichment, and gives the trainee some perspective to base his decisions / approach on.

New patrol leaders are assigned a mentor within their scout group, be it a venture scout, rover scout or scout leader. This mentoring relationship can help the patrol leader through the steep learning curve that is the beginning of their new responsibilities.

New scout leaders can approach past or present scout leaders known to them, or they can be introduced to a current scout leader, who was previously in a situation similar to the trainee's present one. The mentors can be from the same scout group or a nearby one for ease of contact. The mentoring relationship will help the new scout leader to develop their scouting and leadership skills and it provides the mentor with a chance to reflect on their scouting career.

Local Coaching

A group of Venture or Rover scouts is planning a survival expedition. A survival expert (from inside or outside scouting) could come and visit the scouts. This coaching relationship will prepare the

scouts for their expedition by teaching them survival skills e.g. shelter building, backwoods cooking, foraging etc. The relationship has a natural end-point, before the scouts leave for their trip.



National Mentoring

A group of Rover scouts wishes to achieve the Scouts of the World award. A rover scout/scout leader who has previously achieved the award could help them in their efforts to establish their discovery and project. This coach/mentor depending on the depth and time scale of the relationship could act a go-to person for any questions/issues arising if the Rover scouts can not solve them on their own.

There is potential for a mentoring programme to be combined with the National award scheme. For a rover scout completing her/his Chief Scout Award (or equivalent) a mentor could be assigned to support them through the end stages of their journey through the personal progressive scheme. Through this mentoring relationship the trainee can begin to realise their development thus far and start to concentrate on the areas which they need to work on to develop core life-skills.

National teams (e.g. the National Scout Team or the National Team for Faith and Spirituality) can consist of older or more experienced scout leaders and younger or less experienced scout leaders or scouts. The mixture of new ideas and old knowledge can combine in a synergistic way. This type of mentoring relationship allows the younger or less experienced scouts or scout leaders to develop the skills and confidence they need to move forward in their leadership and responsibility. This also ensures continuing enthusiasm in the area.

National Coaching

An NSO/NSA has a tradition of holding a yearly sailing race for any rover crew who wishes to partake. In the preparations for the race, the National Olympic sailing team delegates some

"pro sailors" who make themselves available to teach and encourage the competing rover crews.

The Olympic sailors never thought that coaching could be so much fun, and for the Rovers, it was an once in a lifetime experience to be coached by the "pro's", but even more, by winning the race!

Practical hints/tips for implementation of a mentoring or coaching programme

Mentoring, as a concept is easier/more successfully applied to the older age sections.

Coaching as a concept can be applied to all age sections. Coaching can be used effectively in preparing for specific projects where new skills may be required.

Potential challenges in the implementation of mentoring and coaching programmes:

- *Try to avoid a mentor and trainee relationship where either party has power and/or responsibility over the other. This may create a conflict of interest.*
- *Recruit mentors who are interested and able to devote their time and energy to the programme.*
- *Help to find time in the busy schedules of the mentor and trainee in order to allow them to meet.*
- *Make sure mentors/trainees have realistic expectations from the other party involved in the relationship.*
- *Being a mentor is not a easy task and can be quite challenging. Think of what training the (potential) mentors need. They will also have to learn during the process!*
- *National mentoring programs require quite an investment. If you just put together an experienced person with someone interested to grow as a person, this doesn't lead to mentoring. Think of follow-up programs for the mentoring couple, they deserve the support of their NSO/NSA!*



Real Life Examples

Value Based Leadership

The Swedish Scout Federation have created a programme called Value based Leadership. It is run for 20-25 year old scout leaders who have a keen interest in leadership. The programme consists of various modules teaching about different aspects of leadership. One of the modules involved is the establishment of a mentoring relationship between the young scout leader and a non-scouting adult who works in management or has management experience. The relationship typically lasts around 6 months. Guidelines are provided to help a healthy worthwhile mentoring relationship to be fostered.

PST - Program Scouting Talents: the high potential program of Scouting Nederland

A combination of members unsubscribing and adult volunteers leaving scouting and guiding, led to the creation of the PST programme. This is a tailor-made National mentoring programme. This is a programme for under 25 year olds to encourage them to become involved in National scouting. This has led to a large influx of motivated rovers/young scout leaders in a wide-range of Nationally run initiatives.

Interested?

Want more info?

www.scouting.nl/roverscouts/projecten/pst

<http://academy.europak-online.net/scouting-netherlands-competency-system/>

Online resources

www.mentoring.org

www.edmentoring.org



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