

## MENTORING & COACHING

Mgr. Radek Skopal

### General definition:

*Mentoring and coaching are activities that develop the abilities and soft skills of individuals, improve their performance and self-confidence and teach them to overcome obstacles on the way to the set goal.*



### **Mentoring**

it is the voluntary support of one person (mentee) by another person (mentor). Mentoring in teacher education helps new young teachers to work better in their profession and educated with appropriate quality.

### **Mentor**

is usually a more experienced worker who provides support to his less experienced colleagues. It helps its "mentees" to increase self-confidence, improve professional skills, efficiency and quality of work, and offers them experienced advice and procedures in solving problems.

### **Origin of the concept mentoring**

The word mentor comes from Greek myths about Odysseus, who entrusted his family to the care of Mentor when he was preparing for the Trojan War. The mentor's task was to lead them to independence and responsibility.

## **Coaching**

is a process that helps increase personal development and team productivity and allows the coachee (a person who is coached) to find their own solution. Coach leads coachee to independence and responsibility.

## **Coach**

is a guide on the path of personal growth. He asks questions, helps organize his thoughts and monitors the chosen procedure. His basic task is to teach the coachee to overcome obstacles and achieve the set goal.

## **The origin of coaching**

Maybe the philosopher Socrates could be one of the first coaches. He tried to ask questions that led to the definition and solution of the problem. The task of coach is to help people fulfill their potential.

## **Coaching types**

### ***According to the area of life it affects:***

*Professional coaching - related to professional matters*

*Personal or life coaching - dealing with private topics of life.*

### ***According to the number of people we work with:***

*Self-coaching - the coach and the coachee are the same person*

*Individual coaching - tennis (coach and trainer is one person)*

*Team (group) coaching - team sports (difference: coach - trainer)*

## **Coaching**

- was evolved in 60th of the 20th century

- they are considered to be the founders

**Timothy Gallwey - USA** (sport coaching – tennis, golf, skying)

**Sir John Whitmore - GB**

- are the authors of the coaching model, under the name **GROW** (Whitmore).

**GROW** is a mnemonic aid to the overall coaching process:

<b>G</b>	<b>... Goals</b>	- cíle
<b>R</b>	<b>... Reality</b>	- realita, skutečnost
<b>O</b>	<b>... Options</b>	- možnosti, způsoby řešení
<b>W</b>	<b>... Will</b>	- vůle, touha

## Differences between mentoring and coaching

	<u>Mentoring</u>	<u>Coaching</u>
In time	Long-lasting and flexible.	The time depends on the specific goal by mutual agreement of the coach and the coachee.
Expertise	The mentor is usually an expert in the field.	The coach does need to be an expert. But he should be able to ask questions well in order to bring the coachee to a solution.
Téma	The theme sets the mentee.	The theme depends on an agreement
Who is asking	Mentee asks most questions and tries to get as much answers as possible from the mentor.	Most questions are asked by the coach. The questions have to help to do important decisions and take action.
Result	The goal of mentoring may not be a specific measurable result. The change is variable.	At the beginning, the goals are set. The result is therefore concrete and measurable.

## Mentoring in pedagogical practice

### The main tasks are:

- support for the initiative and responsibility of the teacher
- directing to personal and professional development
- increasing the efficiency and quality of work

### The role of a teacher - mentor:

- develop a confidential working partnership with a mentee
- establish a dialogue with other teachers, to improve the quality of work and

mentee skills

### **Mentoring in pedagogical practice**

#### **Conditions for mentoring at school:**

Appropriate time and space for mentoring (regularity)

Appropriate resources and information - material and mental support (school, mentor)

Individualization according to the - mentee

Mistake is part of learning - feedback

Teacher's (mentee's) achievements and progress - feedback



### **Mentoring in pedagogical practice**

#### **Steps in the process of mentoring:**

1. **Conscious incompetence** - the teacher lacks the necessary information, but he realizes that he does not have it
2. **Conscious competence** - the teacher has obtained the necessary information, knows that he has it, but is not yet sure how to use it
3. **Unconscious competence** - the teacher has got the information he needs and has mastered it so much to use it. He knows how, where and when it works

**The teacher successfully changed the information into knowledge**



### **Conclusion :**

**Coaching and mentoring are among the most common forms of individual development in professional, sports and personal activities.**

**They are effective tools for improving human potential.**

### **Used sources:**

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**Děkuji za pozornost**

**Thanks for your attention**

