

# Leadership for Learning: Tips for Effective Mentoring and Coaching

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## Introduction

Our expectations for what we learn and how fast we learn it are increasing at an alarming rate. Our minds are being asked to process tremendous amounts of change in incredibly short periods of time. To process that much information to the level we expect will require us to go well beyond the routine and to the edges of what we know, what we can do, and what we believe about ourselves and the world around us (Resnick, 1987). Stepping over the edge into the unknown, the uncertain, the ambiguous can feel threatening. It raises questions about our comfort, capacity, or commitment to take the next step – into a new level of learning and growth. It requires us to break through self-doubt, to create new levels of insight and understanding, and to embrace new frames of reference for defining ourselves.

Having knowledge is important but not sufficient to engage in high-level learning that extends the edges of what we know, do, and believe. Traditional approaches to teaching emphasize “covering information”, that is, “teaching” knowledge and then leaving it to people to gain true understanding through their own experience at some later point. This is not a practical approach for dealing with the amount of change that happens or the speed at which learning needs to take place. Creative learning approaches are necessary because they stimulate learning through experience and result in an internal positive attitude toward growth, a drive to discover new things, and the power to integrate new insights into a person’s life. Loehr and McLaughlin (1986) described such a state where people experience joy, confidence, and power. In this *ideal performance state*, people’s performance (i.e., learning) is a direct reflection of the way they feel inside. And it is the internal feeling state that comes before the high-level performance can take place.

Establishing this internal state requires a special kind of leadership for learning – one that encourages people to break through perceived and real limitations into new levels of understanding, achievement, and self definition (Isaksen, 2000a; Torrance, 1962; Treffinger, 2000). Mentoring and coaching are two such forms of leadership, closely linked to learning at the edge. Although some people draw sharp distinctions between mentoring and coaching, we see a productive synergy between them. The purpose of this chapter is to examine links

between the two concepts and to provide practical implications for mentoring and coaching that help improve the overall practice of each. We will examine both in the context of accelerated learning and growth.

Although the perspective on coaching we take here is often linked to sports, it has strong implications in other areas of organizational and personal life. We encourage you to read the chapter from the perspective (mentoring or coaching) that most interests you.

## What is Mentoring?

Imagine you are on a Himalayan mountain trek with a Sherpa, your trusted guide. You are ready for the challenge and have packed your supplies – so has the Sherpa, and he knows where to get more along the way if necessary. You have ideas for where you want to go, what you want to see and what you want to collect to bring home. Your Sherpa has experience of the terrain and knows what landscape to embrace and what dangers to avoid. You have a ton of energy and motivation for the journey, though you know you will get tired at points along the way. The Sherpa also has great drive and enthusiasm, but he knows how to help you set your pace and how to keep you going when times get tough. You both share in the joys of the journey and the sheer exhilaration in getting to the top. Without a doubt, you learn a lot from the Sherpa. And as the Sherpa engages in his own journey with you, helping you achieve your goals, it's a new experience for him too. So he in turn learns from you.

We may not all be trekking in the Himalayas, but in our journeys of learning we can all benefit from a guide. To us, a mentor is a particular kind of guide. As you have undoubtedly read in previous chapters, there are a number of different approaches for understanding mentoring (Noller, 1997; Torrance, 1984). Since we will be comparing the notion of a mentor with that of a coach, we want to clarify our particular understanding of mentoring. Although we will concentrate on the role of mentor in the mentoring relationship, it is important to remember that a mentorship is a two-way relationship in which both mentor and mentee grow and develop throughout the relationship. It is not a one-way situation where the mentor “does things” for the mentee. The mentor benefits from the relationship as much, if not more than, the mentee.

We take the position that a mentor is *a guide by the side, not a sage on the stage* (Noller, 1997). As guides, mentors travel the journey of personal learning and growth along with their mentees. Mentors are a unique form of guide in that they partner with the people they are guiding. Mentors know what things to “pack” for the journey (i.e., patience, learning tools, expertise) and where to get additional supplies (i.e., information, skills, opportunities) along the way if necessary. Mentors offer recommendations for how to make the journey a fruitful one. They suggest areas of the landscape to survey (i.e., cutting-edge subject areas, needed skills), and areas to avoid (i.e., distractions from goals). They offer advice on pacing (i.e., what learning curve to go after, what experiences to pursue and when). They also bring their own drive, energy, and enthusiasm to share with mentees along the way.

As those being guided on the journey, mentees help manage the mentoring relationship in that they work with the mentor to prepare for the journey. They “pack” their necessary supplies (i.e., motivation, energy to learn, readiness to challenge themselves and the mentor). They bring ideas (topics of interest, personal learning goals, expertise) that influence the direction of the journey,

what sights are seen along the way (i.e., opportunities), and the pace of the journey itself (i.e., how steep the learning curve should be). They plan for acquiring the “souvenirs” (skills, talents, beliefs, etc.) they want to bring home.

Mentors take leadership roles in guiding the learning and development of mentees. They are frequently older, with more experience in particular arenas because “they have been down that road before” (Levinson, 1978). Mentees are typically younger, more junior people who are relatively new in a particular field. They are often attracted to a mentor because of the mentor’s experience in a field of common interest. They also bring curiosity, energy, and renewed vigor to understanding and developing within shared areas of interest. **However, it is important to remember that both mentors and mentees partner in this unique relationship in ways that stimulate and support the learning and growth of the other. It is more than simply the mentor “passing on information” to the mentee. Trainers, bosses, and teachers often talk about their best participants, direct reports, or students as those that “taught them something”.**

Effective mentors engage in a variety of practices, behaviors, and strategies. Noller (1997) identified a number of these strategies, including encouraging people to:

- Pursue goals with a positive attitude
- Examine beliefs, ideals, and values
- Be attentive listeners and assertive questioners
- Be independent thinkers who learn through inquiry
- Develop self confidence by assuming responsibility for one’s own actions
- Take risks by being an active participant, not a spectator

However (and unfortunately), not all mentoring relationships are successful. An ineffective mentor can become known as a “tormentor” where the practices, behaviors, and attitudes of the mentor do not meet the needs of the mentee. Such an intense relationship as mentoring requires mutual respect and ongoing communication, as well as “chemistry”. When these things break down, or fail to get established, it can result in both the mentors and mentees leaving with bad tastes in their mouths. It may even result in a mentor not wanting to take on future mentees or a mentee developing a dislike for the domain that initially provided the context for the mentorship. Either is an unhealthy and unfortunate conclusion. However, in the best case scenario, a productive mentoring relationship will result in both the mentee and the mentor taking on other mentoring relationships.

## What is Coaching?

Imagine you are a fifteen-year old tennis player working to improve your tennis ranking. Your hope is to develop your skills to the point that you can earn a college scholarship. During your training sessions, your coach talks with you about the core purpose of the game and the particular strokes you use. The coach explains the physics of each shot and links between technical hitting and strategies for winning points. You learn to use your strengths and compensate for your weaknesses. During each session, you’re pushed to your limits. You argue about things and receive explanations for why the coach holds his or her perspectives. You may not agree with everything the coach says, but you trust it will be for the better.

Now, imagine you are the same person in the following situation. You are on the tennis court receiving training and your coach badgers you to hit a shot in

a particular way. He uses language that appears angry and seems to be *forcing* you to hit the ball correctly. Most of the feedback you're getting is about what you are doing wrong – focused on what you should *not do* rather than on what you *should do*. You are becoming more and more upset, even to the point of tears. Little attention seems focused on the fact that you are having difficulty responding to the coach's commands. Each and every session with the coach has the same character to it. What are the chances that you will improve your performance in this situation versus the first? What can you predict will happen eventually to your motivation or desire to play tennis in each situation?

Both of these are true accounts of two different coaches and the practices they used to help a person learn how to play tennis. The differences may seem obvious but help bring to life some of the messages about who a coach is and what a coach focuses on when coaching.

There are a variety of perspectives on what is a coach (Costa & Garmston, 1994; Goldsmith, Lyons, & Freas, 2000; Loehr, & McLaughlin, 1986). In the dictionary, a coach is *a private tutor; one who instructs or trains a performer or a team of performers. More specifically, a coach is one who instructs players in the fundamentals of a competitive sport and directs team strategy* (Webster, 1971). Coaches in sports can focus on at least three things in a relationship: *winning, having fun, or the growth of the individual*. Although many coaches point to the growth of the individual as priority, pressures from the team, parents, the school, or their own internal drive for “success,” often shifts their focus from growth to winning.

The approaches coaches take have a profound impact on the behaviors they use in their role as coaches. In our stories above, the first coach focused on the growth of the individual first. Winning was a benchmark for learning targets, not the primary driver in the relationship. This coach took the time to explain things to the athlete, engaged in two-way communication, and enabled the athlete to challenge the coach's viewpoint. In the second example, the priority was on winning. This coach engaged in one-way communication, delivered information, and focused almost solely on the task – with little consideration about the person's condition and readiness to learn.

Effective coaches, whether found on the field, in the classroom, or in the boardroom, take a leadership role in the learning and growth of the people they coach. They use a variety of practices and strategies such as:

- Providing direct teaching and training in the technical aspects of new skills
- Ensuring strategies are in place for engaging in competition
- Focusing on strengths and overcoming players' weakness
- Managing the communication process to ensure all are “on the same page”
- Engaging the hearts and minds of athletes in the sport
- Creating share images for successful performance in the sport arena

They pay attention to the technical issues related to learning in a particular sport, as well as focus on personal characteristics of the athlete such as motivation, drive, and confidence.

Today, coaching takes on a variety of forms (Costa & Garmston, 1994; Goldsmith, Lyons, & Freas, 2000). The notion of executive coaching, for example, is when senior executives receive one-on-one instruction or training to develop specific skills for improving performance on such things as public speaking, delegation, or empowering the workforce. These executive coaching programs are aimed up against one thing, improving business results (Goldsmith, Lyons, &

Freas, 2000). They focus on improving the leadership performance of individuals so that they will have a positive and beneficial impact on the overall success of the business.

## **Are Mentoring and Coaching the Same Thing?**

There are a number of key similarities and differences between mentoring and coaching that we think are important to identify. They shed some light on the unique characteristics of the two forms of leadership and provide an opportunity for each to benefit from attributes of the other. We share them as a way to stimulate thinking about how the field of mentoring might benefit those involved in coaching relationships and how those in coaching relationships might benefit from understanding the unique attributes of effective mentoring. Also note that mentoring and coaching are not always mutually exclusive. Although we talk about them as two kinds of leadership for learning, in the progression of any one relationship the balance may shift from mentoring to coaching, or vice versa. An understanding of the attributes and benefits of each will also help in managing this shift from one to the other.

### **Some Similarities**

The following five similarities demonstrate how the two concepts are not as far apart as many might think. They are not listed in any order or priority, but simply as a starting place to show where the common ground lies. Mentors and coaches:

**Focus on learning and growth.** Both mentors and coaches focus on helping people learn and grow. Both identify or create opportunities for people to learn about different topics and issues, as well as develop behaviors, skills, and attitudes that can help them be more productive people. Both help others discover and release the talents they have in order to better themselves.

**Provide a source of guidance.** Both mentors and coaches function as sources of guidance. Typically, mentors and coaches have greater knowledge, experience, or demonstrated success in the areas of interest they share with mentees or athletes. This is what often attracts mentees or athletes to the relationship. Mentors and coaches use their advanced knowledge and experience to guide mentees or athletes in their development.

**Provide opportunities for skills development.** Both mentors and coaches look for opportunities to help the mentee or athlete grow. These opportunities provide rich and fertile ground for mentees or athletes to further develop and test their current level of growth and development against external measures. For example, mentors might “pull some strings” to make arrangements for mentees to attend a particular conference or workshop on topics of interest. Coaches might get athletes into tournaments or contests to compete against other players and gain feedback on the current level of development.

**Use questioning strategies to draw a person out.** People who are interested in learning and development often use questions as a source of stimulus for challenging people. Questions stimulate people to search inside themselves for the answers. They can also be used to stimulate a search outside the person for

information, facts, or data relevant to the question. Effective mentors and coaches both use questioning strategies to stimulate learning and independent thinking.

**Use honest feedback to stimulate growth.** We once heard the expression “*feedback is the breakfast of champions*.” Although we do not know to whom to give credit, we agree with its message. One of the most powerful ways to help stimulate high-level growth and development is by providing feedback. The challenge is providing feedback that is meaningful, and triggers the desire for the individual to respond to the feedback by investing energy and commitment to further development. Both mentors and coaches provide those they lead with honest feedback aimed up against future development. Feedback that is not honest does not provide a person with the needed information to change and grow. Even worse, it may result in an inappropriate response by the mentee or athlete, resulting in wasted energy or development in an inappropriate direction.

### **Some Differences**

In addition to the similarities, we see five differences between mentoring and coaching. These too are not listed in any order, sequence, or priority.

**Bottom line versus “top line” emphasis.** One of the fundamental differences between mentoring and coaching is the priority placed on the kind of outcome desired from the relationship. In mentoring, the priority outcome is the growth and development of the person for its own sake. One of our colleagues, Tamyra Freeman, calls this a focus on the “top line” (Isaksen, Dorval, & Freeman, in press). In coaching, although the person is taken into account, the outcome of the relationship more often has a “bottom line” emphasis – increasing performance in a particular skill area in order to win the event or competition.

**Boundaries of the relationship.** The nature of the boundaries set in the relationship differs between mentoring and coaching. Mentoring takes a more holistic approach that focuses on many different aspects of the mentee’s life. A mentor focuses on the overall development of the mentee with some emphasis on particular tasks to be learned. Even though mentors may have expertise in one shared interest area, they often guide mentees in other life areas. Coaching relationships typically focus on enhancing performance in one particular arena or activity. They are bounded within a specific task or kind of performance. For example, in sports, there are tennis coaches, hockey coaches, basketball coaches, etc. It is rare for a coach in one sport to coach athletes in a different sport.

**Formal versus informal relationship.** There are differences in the formality of mentorships and coaching relationship. There are both formal and informal kinds of relationships, either where the mentorship just emerges (informal), or where a third party organizes the mentorship (formal). Coaching, on the other hand, more frequently stems from a formal relationship that is established by a third person, or between the two parties, to meet a particular learning objective. This relationship is one most often where the coach has a formal role, position, or specific job and it is this role that brings the relationship into existence.

**Source of wisdom in the relationship.** Mentors are not seen as people who have all the answers in the relationship. Mentors channel knowledge and wisdom to the mentee from many different sources. They provide opportunities for the

mentee to link up with other people, books, materials, etc., in the same or different interest areas, in order to help mentees access the information and experiences necessary to grow. Coaches, on the other hand, are typically viewed as experts – people who have the knowledge and expertise related to the specific sport. When channeling wisdom, coaches do it from sources directly related to the sport itself.

**Transformation as the relationship matures.** The maturation of the relationship between mentors and mentees, and between coaches and their athletes, is different. Mentoring relationships develop with mutual benefit to both members of the relationship. However, successful mentoring relationships can experience a shift with maturity in which the mentor becomes the mentee and the mentee, the mentor. The coaching relationship is different. It is a relationship in which both parties benefit. However, it is highly unlikely that a switch will occur as the relationship matures where the coach becomes the student of the original athlete and the original athlete becomes the coach to his or her former coach.

As you can see, there are similarities and differences between these two approaches to learning. However, when you look at the differences, you can see the potential for one form of leadership to provide support for the other, and vice versa. As a result, there are opportunities to capitalize on the differences between each kind of relationship, and to provide common suggestions for improving both.

## **Tips for Leaders of Learning**

**We believe that both mentoring and coaching are important and effective approaches to helping people accelerate their learning, growth, and development. However, the challenge is often to know when to use which kind of leadership approach and to understand the implications of doing so.** The following tips are designed to enhance both mentoring and coaching relationships. As you read through the tips, consider them from the perspective of your particular interest. If you are a mentor or mentee engaging in a relationship, consider these tips to help improve the productivity of that mentoring relationship. If you are a coach or an athlete, consider them as ways to improve the effectiveness of that relationship.

**1. Engage in goal setting activities.** Effective leaders of learning work with those they lead to set images for what is to be accomplished. They create clear and motivating goals that excite people, create energy, and drive performance. They learn and use techniques like mental rehearsal and affirmation writing (Gawain, 1978), as well as goal setting strategies to help their people create and accomplish compelling goals. Whether you are mentoring a child, or coaching a basketball team, we believe that both you and those you lead can benefit greatly from working together to deliberately establish learning and growth goals. Although this seems like common sense, it is often overlooked or done with little discipline. When you set these goals, be sure to include elements in the goal that have bottom line targets of behavior as well as “top line” measures of personal growth and development. Stay away from goal setting that focuses on winning and losing. Rather, focus on performing at your ultimate (and beyond) and let the rest take care of itself.

**2. Provide measurable milestones for the learner.** One of the unique attributes of sports is that athletes and coaches know exactly where they stand in their level of development related to the sport. They have external measurable signs of how well they are learning and performing. For example, tennis players know whether they hit a ball in or out of the court. Golfers know how many shots it takes to get the ball in the hole. In fact, most amateur and professional sporting leagues keep records on the performance level of the players.

Although it is not always this easy to track learning in other contexts, it is powerful to understand and track the progress being made in the learning process. One of the challenges for leaders of learning is how to guide that process in a way that creates stretch goals for the learner, but does not stretch the learner beyond the hope of accomplishment. We recommend putting milestones (mini goals or outcomes to be accomplished along the path to the ultimate goal) in places that help people understand and track growth. Milestones act as road signs along the journey that can be used to engage the learner in accomplishing exciting, yet reasonable targets along the path to the goal. Milestones also help avoid setting stretch goals that are so far reaching, they hamper the motivation of the mentee or athlete.

**3. Help people extend beyond what they see possible.** We often see more potential in people than they see in themselves. We have the benefit of looking back on experiences similar to ones those mentees or athletes are yet to have. The challenge for leaders of learning is how to help those who do not have the confidence born of such experiences to see the potential they have to master them. This may require you to help people extend their energy beyond what they might do naturally.

When people begin learning something new, they often concern themselves with making sure they look good. They also focus their efforts on developing in areas commonly associated with the interest area. As competence builds, they develop more confidence - turning their attention to how well they engage in the task itself. This includes exploring different interest areas to see how far they can stretch from what they traditionally did in the past.

People begin to take more risks as they gain more confidence. The number of successes and failures increase. They begin to move toward the edges of what they know from traditional sources, what they can do through practice, or what they believe about themselves. At this point, too many “failures” may cause them to become hesitant or anxious because they perceive themselves to be “in over their heads.” It is here, on the edge of their capability and perception, that we recommend you be ready to provide an extra burst of energy or confidence to help break through barriers (perceived or real). Find ways to help them focus their efforts and manage their anxiety in order to let the skills and talents emerge.

**4. Use affirmative judgement when providing feedback.** Feedback is an important part of any learning situation. However, learning on the edge requires a particular kind of feedback. We know from our experience that accelerated learning seems to happen more often when there is a greater frequency of positive feedback provided over negative feedback. Although we know giving praise is a powerful way to encourage learning, it is not necessarily natural for people to praise themselves. For some reason, people often “cut themselves down,” particularly if the event or performance did not go well. It is up to you as the leader to structure feedback to be affirmative rather than critical.



Use affirmative judgement to help see potential in people. Begin by identifying what worked. For example, when talking to a teacher intern who delivered a history class, shift the intern's focus from the natural desire to see faults (e.g., *"I didn't like my introduction to the lesson."*) to seeing what worked, or what they liked (e.g., *"I liked my use of the props to teach about historical timelines"*). Position these as elements to remember and do again next time. Then, turn attention to issues needing development. However, phrase these problems as questions beginning with, "How to...?" or "How might...?" For example, if you thought a history teacher intern's lesson flow was bumpy or disconnected, phrase the problem as *"How to more smoothly transition from one activity to the next?"* Phrasing them this way encourages working together to think about ideas for overcoming the limitations.

**5. Be deliberate about the communication process.** Misunderstandings and missed expectations can have a profound impact on the quality of mentoring or coaching relationships. Communication is an important part of any relationship – particularly in high-performing situations. Emergency rooms in hospitals are a good example of just such a situation where communication is vital. Members of an ER team need to send and receive information quickly, efficiently, and clearly, as well as accurately. This is critical because they need to be able to respond to novelty with great poise and effectiveness.

Hopefully, you do not find yourself in many emergency situations. However, when people are on the edge of what they know, do, or believe, unexpected novelties can often emerge. Capitalizing on the opportunities these novelties provide, and addressing potential dangers they may create, requires people to be "on the same page." This requires ongoing and effective communication. When you manage communication, be sure your verbal and non-verbal messages are consistent. Much of the literature on communication supports the notion that most of the meaning we send is by non-verbal means (Mehrabian, 1967). Therefore, one of the best ways to establish, maintain, and build trust is to ensure that there is consistency between what you say and what you do.

**6. Create opportunities to learn by doing.** As Martin Brokenleg once said, *"knowledge teaches the mind, teaching the spirit requires experience."* One of the fastest ways to accelerate learning is to involve a person in an experience. Leaders of learning create opportunities to involve people in experiences that help develop knowledge, as well as spirit. It is doing something successfully that is most likely to breed confidence (energy, enthusiasm, motivation) and stimulate learning and growth.

Experiences with clear purposes are typically more impactful than those that appear to be for their own sake. One of the most powerful ways to maximize growth opportunities from experience is to deliberately manage the experiential learning cycle (Isaksen, 2000b). This cycle involves four basic elements. First, work with the learner to *develop a shared understanding of the purpose, objectives, and outcomes* of the experience. This briefing sets a common platform upon which the activity can take place. Next, *engage the learner in the activity*, with you observing if possible. Then, *debrief what took place by reflecting back on the experience*. This will help ensure there is a shared understanding of what took place. Analyze what worked and what did not, what novelties emerged and how they were addressed. Finally, *develop implications for changing future*

*behaviors*. Identify specific strategies or actions the learner can take to change or improve performance the next time.

**7. Encourage enjoyment.** One of the best ways we know to lead learning at a high rate is to ensure that all people experience *joy* in the learning and growth they receive from the relationship. In Loehr's work with world-class athletes, he asked them to describe what it was like when they were at the top of their games. These were situations where they learned about their opponents, developed new responses in the heat of competition, and pushed themselves beyond their greatest limits. The most common and interesting response was that they experienced a sense of joy. This is not just true of sports. When you ask inventors why they event, the number one reason is for the love of inventing (Rossman, 1931).

Experiencing joy in a relationship is strongly influenced by the "chemistry" that exists between the people involved. Some mentoring and coaching relationships are established because of formal systems giving people little choice about with whom to develop the relationship. We believe that this is one of the reasons why formal mentoring or coaching programs are risky. It is uncertain whether or not people in the relationship will have the chemistry necessary to experience a sense of joy. However, in either situation, formal or informal, it is important for both members to find and focus on what is joyful for themselves, as well as to help the other person experience joy in the relationship. As a more experienced leader in the relationship, you may need to help stimulate this search for joy.

**8. Establish a climate that supports new ways of thinking and acting.** Learning is about integrating new ways of thinking, acting, and being. By definition, learning involves novelty – creating something new. It is important to establish a climate between you and those you lead that encourages them to react to novelty in a productive manner. A climate supportive of novel thinking (Isaksen & Dorval, 1995) and acting is one where people perceive it is acceptable to take risks, share ideas, and debate ideas without fear of personal reprisal. It is acceptable to be playful in thinking up and exploring new ways of being and acting. Most importantly, people perceive trust that the person has his or her well being in mind.

You, as the primary leader in the relationship, have the greatest impact on the perceptions of those you regarding the climate for learning. It is important that you manage your behavior to demonstrate your willingness to support such behaviors as taking risks, displaying freedom in thought, and sharing unusual ideas that seem (on the surface) to be farfetched. How you do these things will impact the readiness of those you lead to learn at a rate, pace, or quantity you wish.

**9. Manage the formal and informal nature of the relationship.** Both mentoring and coaching have their pros and cons. Informal relationships build on solid foundations of mutual interest, respect, and chemistry. However, not everyone who wants a relationship may find one. Although formal relationships are more efficiently established and enable each person who wants a relationship to have one, they may lack the natural attraction that holds people in the relationships.

It is important that the appropriate ingredients for a successful relationship be present. Mutual respect, chemistry, and opportunity are all

important for any relationship to form and mature. Whether you are establishing a coaching or mentoring relationship, be sure to allow for and to manage the basic building blocks of a successful relationship. Where possible, provide people choice about whether they wish to establish such a relationship. If it turns out that you are not the best person to guide, then help the person find someone who is a better “fit” for the role.

**10. Be deliberate in managing shifts between mentoring and coaching.** Since mentoring and coaching emphasize different aspects of a relationship, different expectations are typically held for each. Therefore, these expectations need to be managed when shifting back and forth between the two. Managing expectations requires clarity about the expectations each person has for the relationship. It also requires knowing the differences between what is expected from a mentor or coach as well as what is expected from a mentee or person being coached.

When a shift needs to happen in the relationship, be deliberate about clarifying changes in expectations that might result. Also be clear about potential implications of the changes. For example, be ready to explain why the boundaries of the relationship are shifting from developing skills in a particular tasks (more like coaching) to providing council about more general life circumstances (more like mentoring). This helps avoid missed expectations and increases the likelihood of productive synergy between those involved in the relationship.

## Conclusion

More and more people are going to need to know how to help each other extend the edges of their understanding of themselves and the world around them. It will require each of us to engage the heart, mind, and spirit of others in ways that inspire and encourage them to be comfortable with being on the edge of their own understanding. We will need to enable others by providing opportunities and encouragement, as well as contagious passion for what might be. Both mentoring and coaching are powerful approaches that provide you the opportunity to be a leader for learning. They are not mutually exclusive. Mentoring practices can have great benefit to you when coaching and insights about effective coaching can help improve your effectiveness at mentoring. Effective mentors know that there is a time for coaching. Effective coaches understand there is a time for mentoring. When integrating the two, they can have a powerful impact on your ability to help those you lead release their creative talents, grow to unexpected heights, and achieve their greatest aspirations.

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