



EDUCATOR → MENTOR → COACH

Educators – Ready to up-skill to Coaching?

The FORCCE-ATE leadership team invites you to upgrade your professional skill set and be part of the dynamic 2021-22 Mentor-Coach cadre.

Process: Complete the **FORCCE-ATE Mentor-Coach Reflection Form** and return it to Barbara Belón by November 1, 2021
Email: bjbelon@forcce-ate.org

First Training Date: **Friday, December 10, 2021**
Training hours will be spread out across 4 months.

Included in this year's Mentor-Coach training will be:

- Mentor's role in Grant Development
- Team-focused mentoring
- Fundamentals of Coaching workshop
- Live coaching practice
- Private 1-on-1 coaching
- Mentor-Coach cohort sessions

Benefits from acquiring coaching skills:

- Skills are transferrable to all personal interactions
- Coaches automatically utilize "questioning mode" to rather than autocratic "telling" mode which results in deeper, more fruitful conversations
- Deep listening skills opens the coach's awareness to not only what is said but what is observed from body language, gestures, and noticing what is not said

Remuneration for Mentor-Coaches:

- \$1,000 training stipend for participating in 12 hours of coach training
- Additional remuneration for hours spent mentoring/coaching one or more college teams

Don't wait --- Send in your commitment now!



For the past decade, mentoring, as a method of transferring knowledge and skills, has been included in funded grants and research projects. As cited by Jonathan Passmore, mentoring is defined in general terms as “a relationship between an older, more experienced mentor and a younger, less experienced protégé for the purposes of supporting the career development of the protégé.” The benefit to the mentee (protégé) is receiving a deeper understanding of the task and/or the workplace’s challenges.

While mentoring success can be measured by the mentee’s ability to demonstrate these newly acquired skills and knowledge, there is no component of mentoring that targets an individual’s personal growth or ancillary skills not specific to the mentoring topic. In other words, the mentee gains a specific skill or knowledge set, which may or may not transfer to other settings. The trainee follows the agenda set by the mentor. It is also the mentor that defines what success will look like or how it will be measured.

While there are numerous skills and tasks that can be transferred via mentoring, there are other areas that require a different methodology. That leads us to coaching.

As defined by the **International Coaching Federation (ICF)**, “Coaching is partnering with clients in a thought-provoking and creative process that inspires clients to maximize their personal and professional potential.” When the FORCCE-ATE management team examined the mentoring process used in their 2020-21 NSF pilot study, it became clear that although mentoring skills were a good fit for the mechanics of grant application preparation, the highly creative, initial activities of envisioning the project were better served by using coaching skills.

Since few of our college mentors have been formally trained in coaching, FORCCE-ATE has augmented the mentor training activities to include training in the two main skills used by professional coaches: deep listening and powerful questioning. Developing these highly transferrable skills can have a profound effect on all interpersonal activities, not just in the educational sphere.

References

Jonathan Passmore, D. B. (Ed.). (2013). *Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring*. Oxford, UK: Wiley-Blackwell.