

InCounselling

Peer counselling handbook



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Peer counseling
handbook

Intellectual Output 7



Erasmus+

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1. The concept for peer counselling (extracted from IO2)

This is an additional part of IO2’s report of the Erasmus+ project InCounselling50+. The report covers the overall training’s concept of both face-to-face classes and the self-directed online course, its objectives and preconditions. In this work, the peer counselling and peer-to-peer counselling is concretized. It follows an innovative approach and follows the same three training’s preconditions: informal, network and self-organized learning. This is an additional, methodological and separate work, as the participation is voluntary and the duration takes 45 minutes without preparation and follow-up. Its concrete content and methodology is described in “module 7 peer counselling” of the project’s training handbook.

“Peer” refers to “a group of people of the same age or social status” (oxford dictionaries). As the training is developed for HR and counselling practitioners, we define them as “two groups that are homogenous when it comes to supporting and counselling activities for older adults at work, in transition to retirement or during the job search”. This is how the term *peer-counselling* can be defined.

Additionally, in current literature one can find the term *peer-to-peer counselling*. The two peers in this term refer to those who participate in the training and those who don’t. Non-participants represent the second peer and profit from counselling by participants (first peer). This first peer shares acquired knowledge and know-how with the second peer. To inform, assist, encourage, coach and feedback other colleagues equals peer support, which might enhance learning transfer (Martin, 2010). It can be resumed that peer support itself enables learning. Peer support is carried out voluntarily and without orders, instructions or control by a manager:

“The implicit assumption [for peer learning] is that adult learners are experienced social beings who can act in a collaborative manner, organizes themselves, have some intrinsic motivation [...]” (Boud, 2001, p7).

This means, that such learning facilitates network and self-organized learning, the training's preconditions. *Peer learning* in an organizational context can be both informal and formal. It happens either through colleague's exchange in real life or through schedules in class (Keppell, 2006). The first peer (training's participants) experience both, formal and informal learning, while the second group (participants' colleagues) will learn informally in social settings enabled by the first peer. Regardless of its provision, peer counselling is beneficial and depends on a reciprocal exchange between different colleagues (Boud, 2001).

Hence, the training covers the methodological input for peer counselling. Therefore, this handbook provides in section 2 a description of a counselling session. In section 3 a script for a video tutorial. The tutorial is accessible for the face-to-face training as well online under www.in50plus.com as part of the project's self-directed online course. This first type of peer counselling refers to the collaboration between experienced HR practitioners from several enterprises. They get together to share experiences and expertise in order to give each other advice for complicated situations. Therefore, the practice-oriented module 7 provides exercises for three practitioners with a reference to older adults. The exercise integrates ethic and empathic values meaning that participants treat each other with appreciation and respect. The theoretical input of counselling approaches, introduction to didactics, evaluation, feedback and supervision with a focus on the indirect target group of older adults is covered in module 6, and sets a base for the peer counselling session in the face-to-face training. Topics and contents that go beyond module 7 can be e.g. the valuation of exemplary cases, or the design of constructive feedback. On basis of the online video tutorial, peers can exchange emails and support each other via email communication in small groups.

Secondly, peer-to-peer counselling is related to cross-generational learning at the workplace amongst others. This type of learning is integrated in the training with learning preconditions and concretized in section 4 of this handbook "peer counselling near the job" how colleagues support each other on an enterprise level. This includes coaching, mentoring, job shadowing and job supervising. This second type of peer counselling is to show participants how to evaluate and supervise peer learning in a neutral, efficient and simple way. Within this scope, present knowledge is retained and skills gaps are revealed, which enhances continuous learning. This, in turn, facilitates a consistent improvement of work performance as well as a sustainable quality management of giving advice in an organization.

2. The theoretical background for peer counselling (extracted from IO3 handbook)

Regardless of the strategies for problem solving and mastery of situation at work, it can be helpful to exchange with other colleagues (Boud et al., 2001). The exchange with other colleagues or with similar professions can be described as a collaboration, in which peers learn from each other (peer learning). This means that counselling practitioners exchange

about their help and support activities, and learn from others' experiences and know-how (Barlow & Phelow, 2007, p.6). New findings can be concluded by the externalization and the exchange of know-how with other peer members.

“The implicit assumption [for peer learning] is that adult learners are experienced social beings who can act in a collaborative manner, organize themselves, have some intrinsic motivation [...]” (Boud et al., 2001, p7), and carry it out voluntarily and without orders, instructions or control by a manager.

So-called peer collaboration or peer learning supports autonomous, self-regulated learning (Boud et al., 2001; Hendriksen, 2002). In the context of exchanging expertise and finding solutions for complex tasks and cases, the term peer counselling can be used likewise. “Peer collaboration [...] is an equal, non-hierarchical relationship in which each participant is seen as offering a significant contribution to the group.” (Barlow & Phelow, 2007, p.6).

Following the assumption of peer collaboration, that all participants are non-hierarchically to each other (Barlow & Phelan, 2007), we suppose that peer counselling is a type of continuous, self-regulated learning through exchanging mostly informal know-how and mutual reflection about a profession. This is one type of network learning. In this and the next section, the peers are HR and counselling practitioners from various organizations, who counsel each other.

Since peer collaboration is similar to a counselling consultation, it requires a common set of rules and norms as explained in Module 6. Therefore, already established norms can be used, but a common agreement and approval before the peer counselling session is necessary. Rules can create safe spaces for openness and specify the content, in which each individual's security is guaranteed (Barlow & Phelan, 2007). Boud et al. (2001) assume that non-hierarchical persons, meet without competition and, thereby, can grant each other respect. On this respectful basis, the exchange of ideas and expertise is advantageous for all peer partners, and therefore makes mutual learning even more beneficial. The meetings can deal with counselling procedures, other consultation's inputs, outputs or consequences, as well as the reflection of several problems of counselling (Mosberger, Schneeweißer & Steiner, 2012).

Depending on the level of expertise, peer partners can differ more or less. Even though we underlie a non-hierarchical order, if one partner has gone through more experiences than others did, he or she can take a dominating advising role. This can also be the case for relationships between teacher-learner, supervisor-supervised, mentor-mentored or coach-trainee hierarchy. The concepts of coaching, mentoring and supervision are explained in

section 4. These colleague relationships are often established in entrepreneurial contexts, when somebody without or with subject-unrelated experience is introduced into work activities and competences.

All types of peer collaboration ensure quality maintenance and continuous improvement, and thereby follow one or several listed goals:

1. enhance the professional, personal development
2. enhance the collaborative relationships and work associations
3. enhance structural development, e.g. roles, positions or functions
4. enhance methodological development, e.g. professional know-how and skills (Belardi, 2002, p.50).

Peer counselling describes the process of receiving advice from other peer partners who have different experiences and knowledge or are comparable social referents (Topping, 2005). In some organizations, peer collaborations were established regularly to guarantee ongoing reflection and continuous learning (Mosberger, Schneeweißner & Steiner, 2012).

Peer groups meet regularly in groups of four to 20 persons (Hendriksen, 2002). The larger the group, the better structured should be the consultation. Then, all opinions can be considered and beneficial conclusions can be guaranteed. Anyways, there should be always a moderator, who cares about time, rules, and the consideration of each opinion (Hagemann & Rottmann, 2005). The following sequence for peer counselling is suggested:

1. All participants present a case / problem
2. Selection of the most urgent problem
3. Detailed presentation of the selected case and definition of the problem
4. Round of questions for clarification
5. Round of association for possible solutions
6. Comments (from the person who receives advice)
7. Round of solution presentation
8. Final comments and appreciation for contribution (Hendriksen, 2002, p. 25; Fellingner, 2011, p.2f.)

Autonomy and self-responsibility are essential for such a process (Boud et al., 2001; Hendriksen, 2002). Moreover, learning in a network integrates especially informal and non-formal acquired know-how (Kuhlmann & Sauter, 2008). It further promotes self-organized learning (Boud et al., 2001), because peers have to reintegrate elaborated content from the peer meetings into work activities.

Additionally, peer counselling can help to discuss solution for a complex situation covering emotional challenging situations. Through discussions and exchange, own attitudes and

assumptions can be reflected in more detail (Barlow & Phelan, 2007). The opinion of other counselling practitioners can relativize extreme situations and serve as a feedback, which makes it easier to self-reflect. Furthermore, peer counselling participants reported to care more about themselves through the exchange with colleagues (Barlow & Phelan, 2007). This self-care is crucial for all counsellor's in order to sustain the required counsellor skills and attitudes and to guarantee a counsellor's well-being (Barlow & Phelan, 2007).

To guarantee transferability and usability, the procedure is presented in the following section, which serves as a guideline for the video tutorial. The tutorial will be recorded as an exemplary peer counselling session, and will be provided in the face-to-face training as well as in the self-directed online course.

3. Procedure for peer counselling (IO7)

Learning Nugget 20 Video Tutorial

In this section, the single steps of the above-mentioned peer counselling sequence are explained in detail. The explanations serve as a script for the video tutorial.

1. All participants present a case / problem
2. Selection of the most urgent problem
3. Detailed presentation of the selected case and definition of the problem
4. Round of questions for clarification
5. Round of association for possible solutions
6. Comments (from the person who receives advice)
7. Round of solution presentation
8. Final comments and appreciation for contribution (Hendriksen, 2002, p. 25; Fellingner, 2011, p.2f.)

PREPARATION PHASE

Before this procedure, the four to 20 participants introduce to each other if they don't know. To establish a trustworthy base, it is useful to commonly agree on guidelines and norms ,e.g. ethics of counselling. There is always a moderator at the counselling sessions, to guarantee the fulfillment of these rules. Moreover, to get to know each other, several ice-breaking activities can be suggested:

- introduction of the person with a funny story
- introduction by peer colleagues (with short exchange in advance)
- presentation of picture cards (provided by the moderator) and what the participant associates with it.

FIRST PHASE presentation and selection of case

Following the procedure from above, the peer counselling session starts with the presentation of all the cases. The cases are prepared before the session by each participant. Everybody guarantees to make the data of presented individuals anonymous. In a first round, the case is briefly described and a short problem is defined. This takes maximum 60 seconds per person. The problem addresses one of the four suggested peer collaboration goals:

maintaining quality or improving continuously

1. professional, personal development

2. collaborative relationships and work associations
3. structural development, e.g. roles, positions or functions
4. methodological development, e.g. professional know-how and skills

(Belardi, 2002, p.50).

Depending on the amount of people, it can be helpful to list the cases e.g. on a blackboard or a flipchart.

SECOND PHASE solution-finding rounds

The peer commonly agrees which is the most urgent case. Then, the caseteller explains the case in more detail including one concrete problem definition. It lies upon the author's opinion, to decide how much information and details is shared with the peer and which is the best base to solve the problem or answer the caseteller's issue. Then the actual peer counselling section starts. Explicitly the peer counselling follows four rounds of varying durations.

1. Round with questions for clarification

In this round, the peer colleagues ask and make assumptions for solutions to better understand the case and to figure out which are possible and favorable solutions for the caseteller. The peer members ask in rounds. The moderator ensures that everybody has the chance to participate, and that individual speaking time doesn't go beyond scope.

2. Round with hypothetical solutions

After the questions and checking of the framework conditions, hypothetic solutions are presented, considered and discussed. For this, again in the same round order all participants share their opinion and suggestions. The caseteller's part is limited in this round. He/She can shortly comment suggestions. However, he/she is supposed to take a passive role and listen actively and carefully to hypothetic solutions. This is what the moderator makes sure of, too.

3. Round with comments

Strictly speaking, this third round is not a round, but a phase of comments from the storyteller. He/she selects the most realistic and potential solutions and points out what is favorable and unfavorable covering also reasons for and against some solutions. This is to some extent a collective feedback to the peer and should set clear indications for the final solution round. The peer can ask short questions to a small extent. Now they take a passive role. The moderator makes sure that the share of speech is appropriate.

4. Round of presentations with realistic solutions

In this round, each peer colleague presents the most realistic and optimal solution as well as a vague action plan and what should be focused or avoided. Again, the caseteller takes a passive part, which the moderator takes care of.

THIRD PHASE closing

Finally, the author of the case asks his final questions and clarifying questions, and maybe concludes a final solution or implications for his/her daily work life or the case. He/she comments the final solution suggestions. As soon as they are answered, the author should show his/her appreciation for the shared opinions and advice.

The moderator closes the peer counselling session. Last, organizational plans are made, e.g. next meeting, specific topic or case, other important announcements.

4. Peer learning near the job

Mentoring and coaching are two methods how individual development and learning can be enhanced. In this work, mentoring and coaching at the work place, or within an organization are treated. Both are defined and contrasted, their tasks and efficacy are explained. Both are similar counselling formats, but they differ in their degree of professionalization and their basic motivation. Mentoring refers to a consulting relationship within the company, in which knowledge about the corporate culture, customs and unwritten statues are conveyed, whereas coaching is more focused on independent counselling of an external personality from the outside (Kimmele, 2004). To say it simple, a coach is somebody you learn with over a medium term period, while you learn from a mentor over a relatively long time period (MacLennan, 1995). A separate use of the terms is recommended, so that roles, content and objectives of the consultation can be defined more clearly depending on the individual development goals of the person.

Of course, under consideration of the current demographic change that goes along with a growing diversity of cultures and ages, learning styles need to be adapted to e.g. cultural or generational differences in learning and relationship making.

4.1 Coaching

Coaching mainly refers to the improvement of organizational performance (often in a short-time frame) in a specific range of competencies or abilities. The coach doesn't take responsibility, so that the coachee acts voluntarily and in a more self-directed way (Passmore, Peterson, Freire, 2012). The targets to be achieved are usually in accordance with the coach or on basis of its proposals. While the coachee / client ultimately determines the goal, the coach has the competence and know-how to realize the goals, and can "help identify strengths and weaknesses, set goals, and discover creative answers to operational problems" (Stone, 2007, p.11). In the vast majority of cases, coaching involves a direct external feedback (i.e., the coach tells the client what he has observed) (Megginson & Clutterbuck, 2008). Hence, coaching is about increasing the client's / coachee's self-reflection and self-confidence showing them their own potential. This is why coaching often is offered to high potentials, leadership and key positions.

4.1.1 Tasks of a coach

The foundation of all coaching processes treat about promoting personal growth and enhancing competences. Therefore, coaches help coachees "(1) identify desired outcomes, (2) establish specific goals, (3) enhance motivation by identifying strengths and building self-

efficacy, (4) identify resources and formulate specific action plans, (5) monitor and evaluate progress towards goals, and (6) modify action plans based on such feedback.” (Grant, 2012, p16).

Under the assumption of voluntary participation, the coaching process inherits a great potential for the coachee’s development. As neuroscientific findings in Bowman, Ayers, King and Page (2012) show, a strong focus should be set on self-awareness or self-appraisal, as well as on positive and negative emotions including i.e. fears and perceived threats. They report that there is scarcely any investigation yet about neuroscience and coaching. That is why findings from related disciplines e.g. pedagogy can provide more details for the coaching design, and therefore, should be transferred to this topic.

While coaching promotes self-regulation in the workplace and allows the individual to grow, fears and threats can hinder such processes. An individual can experiment anxiety as a response to his/her individual surroundings. This is particularly important, as negative experiences are remembered more frequently than positive experiences and hinder self-awareness, self-regulation, relationship making and can even trigger depression (Bowman, Ayers, King & Page, 2012). These consequences are disadvantageous for both individuals and organizations, and give reason to offer coaching or similar opportunities at the workplace. Of course, continuous education and the maintenance or growth of employability lies also upon the employee’s own sphere of responsibility. However, an enterprise that offers coaching can state amongst others more sustainable employee retention and higher work motivation (Bowman, Ayers, King & Page, 2012).

Under consideration of older employees, support opportunities are important as they can trigger specifically older adults’ motivation factors, e.g. acknowledgement and respect in the workplace. Nevertheless, one needs to be careful when it comes to support older employees. At a first glance, more support for e.g. development can be incompatible with the acknowledgement of expertise. For instance, development for change might be seen negatively in older generations, since they seek stability and maintenance instead of development and growth (Dikkers, De Lange & Van der Heijden, 2017). Most often, the wording is a crucial factor for older adults and their motivation. In this context, it should be mentioned that age-independent the term *feedback* can be negatively connoted. First insights show that along age, motivation factors shift in a way that older generations prefer team spirit over competition (project’s own findings). Thus, support that demands profound and costly personal changes, in general, are unattractive to older people, because they seek for more stability, for smooth preparation and transition into retirement (project’s own findings). It has to be highlighted that support, e.g. coaching, for older adults should focus especially on health. This is because physical exercise and cognitive activation reinforce

each other (FitzGerald et al., 2017) and can be described as active ageing. Boyatzis, Smith and Blaize (2006) found that superiors by showing empathy in the workplace can foster their health.

To generalize the above-explained excursus to older adults: It is a coach's task to give advice on how to design and provide an optimal learning setting. Within the scope of this, positive and negative stimuli need to be regarded sufficiently, since they provoke corresponding emotions, which hinder or promote learning. Picking up the argument of disadvantageous consequences, a coach can set anchors to either trigger optimism or to cope with negative influences (Bowman, Ayers, King & Page, 2012). In the coaching process, the coachee can learn how to get along better with stress, and how to manage stressful situations and periods in a better way. Therefore, it can be beneficial to support self-directed learning with the objectives to set own realistic goals, to track goal achievement and appraise solutions. In contrast to mentoring with defined goals, the coach enables the coachee to define independently goal etc. To some extent this is creative thinking (Bowman, Ayers, King & Page, 2012), which is promoted in coaching. At the same time, it is the coach's task to keep the client from overthinking, which in most cases results obstructive. Promoting positive emotions or optimism is more than a nice add-on for learning. They are an essential feature to proceed in decision-making and learning, and therefore need to be considered sufficiently (Bliss-Moreau & Barrett, 2009).

Colleagues and organizational members are another aspect that the coachee needs to consider and comprehend sufficiently. It is a coach's task to provide information and reflection for social settings. They are crucial for both individuals and organizations. Social settings mostly become visible with the corporate culture in organizations and encourage or impede employees and teams as for goal attainment and productivity. Similarly, encouraging workplaces are beneficial for individuals affecting satisfaction, well-being and health in work and private life (Bandura, 2009). If the organizational members are taken broadly into account in e.g. coaching processes, this is beneficial for all participants (Passmore, Peterson, Freire, 2012). This brings us to the next section, in which the efficacy of coaching is explained.

4.1.2 Benefits of coaching

Irrespective of the chosen perspective, the methodological Instruments or the level of abstraction: coaching has a positive effect on those who are involved in coaching (QUELLE). People feel emotionally relieved, they reduce stress, develop new perspectives, increase their reflectivity and leadership skills, they change their relationship behaviour, communicate

more effectively and help their organizations to gain more revenue. In the long run, a study with academic performance showed that coaching maintains performance at the same level over 18 months, while self-regulation and no care lead to a performance deterioration (Franklin & Franklin, 2012, p.37). With respect to the growing diversity, three results has to be emphasized: the positive influences from coaching on performance in culturally diverse workplaces and change resistance of underperforming managers (Passmore, 2007 in Passmore, Peterson and Freire, 2012, p16), as well as the enhancement of communication and leader competences (Wilson, 2004 in Passmore, Peterson and Freire, 2012, p16).

With respect to coaching of older adults, findings of Dujits et al. (2008 in Passmore, Peterson & Freire, 2012) could prove the improvement of state of health, well-being and life satisfaction due to coaching. Even though, this did not affect the days of absence. Another study showed that safety work conditions have improved by solely bringing construction workers to talk more about safety in daily operations. Coaches instructed supervisors to talk more about safety in daily business. The regarding long-term evaluation for this efficacy lacks to be proven. (Passmore, Peterson, Freire, 2012).

With respect to the measurement of the efficacy of coaching, some effects take place on an individual level. However, coaching efficacy for organizations need to be measured on a different level. Most coaching evaluations are carried out with questionnaires filled by coaches, coachees or thirds. Certainly, the approach and topic of coaching impact the results, and therefore are reason for greatly varying results. This is why no clear efficacy trend can be concluded (Grant, 2012). What remains obvious though, is that the evaluation illustrates the coaching's efficacy.

4.2 Mentoring definition

As explained in the introduction mentoring refers to a consulting relationship within the company, in which knowledge about the corporate culture, customs and unwritten statues are conveyed (Kimmele, 2004). Mentoring is a learning process, in which a protégé with low-level experience learns from an experienced senior, the mentor (Passmore, Peterson & Freire, 2012). The relationship is characterized with intimacy (Garvey, Stokes & Megginson, 2014). A direct supervisor can be a mentor (and this often happens in practice). The decisive disadvantage of such a constellation is that a direct supervisor tend to be rather subjective as an employee from another department. Therefore, it is more advantageous if the mentor has no hierarchically direct working relationship with the mentee (Kimmele, 2004). In addition, the

mentor should be at least one management level above the mentee. Otherwise it is rather a partnership among colleagues of different business affiliation.

In contrast to coaching, the establishment of a mentor-mentee relationship can be very different. Coaching is established on a voluntary basis and the coach takes an active or directive role. A mentor can be assigned to the mentee, a mentee can look for his mentor unofficially, i.e. he looks for someone who may function more as a passive role, or mentor and mentee get to know each other within the framework of the organization and agrees on a mentoring relationship (Kimmele, 2004). Most often, mentor and mentee are matched together inside of an organization (Becker, 2013).

After matching mentor and mentee, the basis of the mentoring relationship should be an (at least verbal) contract in which development goals are derived by the mentee from the development fields. These goals help to carry out a target check at the end of mentoring. Further agreements such as confidentiality and feedback rules as well as forms such as feedback sheets and target setting should be added as well (Becker, 2013). Since the mentor knows the organization, he can provide helpful advice to the mentee regarding which behaviours are likely to be successful in the organization. Thus, the mentor can role model the mentee in the sense of "learning on the model" with consideration of organizational values.

With the aid of mentors, mentees will be able to adopt new perspectives, which will support them to complement, reinvent or guide themselves (Schmid & Haasen, 2011) in the work place. Primarily, it refers to identify and strengthen the potential of a mentee in a defined environment. It is often a long-term advisory relationship, in which the goals can change, but are always determined by the mentor. The mentor determines both the goals and the process (Megginson & Clutterbuck, 2008). The mentor gives feedback and to gain self-knowledge and insights through self-monitoring (i.e. to become aware of his experience).

4.2.1 Tasks of a mentor

Under consideration of the intra-organizational mentoring, the content of the project's module 3 2.2.2 *Skill transfer to foster self-efficacy on the job* can be considered. The modeling and the skills transfer are described by Bandura (2009) and refer to learning by observing and doing. This goes along with mentoring and the learning process from a mentor. Since organizational values are integrated in these processes, onboarding and change periods can be implemented more easily with mentoring by internal employees. One of Bandura's (2009, p187) finding states: "Learners adopt modeled ways more easily if they see individuals similar to themselves solve problems successfully [...]".

In this mentoring framework, one part of mentor tasks refer to didactical and pedagogic know-how. They need to know how to give instructions, how to externalize the lived culture and the activities build upon this. Furthermore, Becker (2013) describes more tasks: definition of contacting possibilities, the agreement on location, topics and frequency of meetings, expectations of both partners referring to contributions and outputs, and the factors of goal attainment. Usually goal attainment is evaluated during the mentoring process and with a final performance evaluation at the end.

Regarding the methods of mentoring, these include amongst others partially or fully structured consultations and questionnaires, self-management support and exercises, for example stress management, and seminars, workshops or trainings, as well as networking or short presentations (Becker, 2013).

Again, under consideration of the growing workforce's diversity, especially the golden generation of older employees can be of enormous value for mentoring. Their integration equals the acknowledgement of their expertise and know-how, which corresponds with the motivation factors of older individuals. Neglecting to integrate them can provoke disappointments and negative emotions on their side, e.g. "Why weren't we considered?". Simultaneously, the integration of older employees might set expectations too high (Stokes & Merrit, 2012). This can be due to difficulties to externalize experiences and know-how appropriately (Nonaka, 1991), which complicates mentoring and learning processes.

Addressing the mentoring process and its relationship, attention should be paid to the matching process of mentor and protégé. The participants need to establish a relationship, to which both contribute and take responsibility. Hence, another mentor task is to take responsibility and feedback regularly the mentee's progress. Indeed, responsibility is crucial, because mentees who see their mentors as unhelpful if they do not to take responsibility (Stokes & Merrick, 2012). Not all relationships are suitable for this, and thus needs to be selected carefully.

4.2.2 Benefits of mentoring

Mentoring provides benefits for the company, the mentor and mentee (Tong & Kram, 2012). Art Fabro, Human resources director for Oliver Products in the USA, commented that mentoring provides a stream of continuity for the company, from generation to generation, a legacy of culture, intention, vision and mission that cannot exist where mentoring is not encouraged (Hadden 1997).

As Tong and Kram (2012) describe mentoring efficacy mostly addresses individuals' career progress, which shows positive effects on internal climates. As a development measure,

mentoring can be recommended for new employees, newly appointed executives to learn and deepen the knowledge within the corporate culture. And, in turn, Individual progress enables organizational advancing. In detail, the individual protégé benefits from the relationship with the mentor by becoming socially integrated in the organization. This triggers learning in the organizational learning, getting part of the team, and thereby, facilitate the organization's advance. This means, mentoring equally promotes employee retention, creativity and productivity. In general, the protégé acquires improved motivation, behaviour and attitude (Tong & Kram, 2012). This again, leverages the career, development and satisfaction of the employee.

Although the mentor has only partly influence on the relationship, he or she gains satisfaction in the mentoring process due to getting attention for his know-how. The mentor also benefits from new ideas and perspectives that are exchanged with the mentee. Mentoring can also expand the reflection of one's own appearance and actions in the company, which results beneficial on leadership styles and leadership techniques. Moreover, networking is fostered with new employees and relating thereto with others. Even though, many advantageous effects of mentors as well as of mentoring relationships are most often not evaluated appropriately (Stokes & Merrick, 2012). The proper evaluation of the relationship in particular is of importance, as it is a crucial success factor of mentoring.

4.3 Excursus: Supervision

Supervision can be defined as “a process whereby the supervisee (who is a practicing coach or mentor) is helped to make greater sense of their coaching and mentoring practice, with the goal of improving their practice as a result.” (Garvey, Stokes, & Megginson, 2014, p192). This means that supervision describes a process between a quite highly specialized professional, an expert, and a coach or mentor, who themselves are teaching. This sort of meta-didactical process enhances more profound reflection of applied methods for sensitization, goal setting, problem-solving or decision-making with regard to organizational contexts. Therefore, especially counselling skills as empathy, openness, and genuineness (compare with module 6 of the project's training handbook) and ethic attitudes and behavior patterns are necessary (Passmore, Peterson & Freire, 2012). This equally demonstrates, that in-depth know-how of organizational processes and professional expertise is necessary to analyze properly onboarding and adaptation process of new employees, newly appointed executives within a corporate culture. While supervision has been broadly adapted in social and psychosocial professions, it is relatively new in e.g. human resource or organizational contexts. This is why the research is at a relatively new state in this relatively new discipline.

Within scope of the supervision process, peer groups of mentors or coaches can be established. This type of peer counselling is described in section 2 within the theoretical input, and within the concrete procedure of the video tutorial in section 3. It can be mutually applied to coaches and mentors within the same organization. A beneficial result is the deeper elaboration of the corporate culture and its values (Garvey, Stokes & Megginson, 2014).

Within the supervision process Garvey, Stokes & Megginson (2014, p190) recommend to:

- “1. Focus on self-awareness using experiential learning processes.
2. Teach theory only when experiential learning has started.
3. Learn iteratively by raising learner awareness of development need and quickly have an opportunity to put it into practice.
4. Use intensive feedback in small groups where learners work with each other as peers.
5. Teach basic skills in a way that brings them to life – demonstrations, illustrative stories, engagement and learners reflecting on their own lived experience.
6. Real play – using real unsolved issues for learners – not role-play, which uses scenarios of case study issues from the past.
7. Long periods of practice (which are supervised) that follow on from initial training in which learners establish their own connections between self-awareness, skills, theory, and their experience of practice.
8. Challenge existing patterns of behaviour that may be unhelpful when coaching and mentoring.
9. Genuine belief in the learner’s potential and ability to learn and to recognize that the learner’s ability may exceed that of the teacher.”

4.4 Summary

Becker (2013) gives an overview in a short table comparing coaching and mentoring.

Differences	
Coaching	Mentoring
<ul style="list-style-type: none"> - Mostly with external coaches - except for internal leadership coaching 	<ul style="list-style-type: none"> - Mostly internally for specific target groups - There are also cross-organizational mentoring programmes
<ul style="list-style-type: none"> - Target groups are usually leadership and key positions, and project managers 	<ul style="list-style-type: none"> - Target groups are usually new or young employees and high potentials
<ul style="list-style-type: none"> - Little hierarchical relationships with equality and neutrality. Relationship gaps between coach and coachee are undesirable 	<ul style="list-style-type: none"> - Hierarchical relationships between the mentor and the protégé mostly intra-organizational (with a clear relationship gap)
<ul style="list-style-type: none"> - Voluntary as a precondition 	<ul style="list-style-type: none"> - Voluntariness not always guaranteed
<ul style="list-style-type: none"> - Improve employee performance as a goal 	<ul style="list-style-type: none"> - The employee's long-term commitment to the organization as a goal
<ul style="list-style-type: none"> - Usually, medium-term support of a client 	<ul style="list-style-type: none"> - Long-term care of the mentee
The role as a coach	The role as a mentor
<ul style="list-style-type: none"> - The coach as a companion - He/she acts in the background, provides support for coachee's own decision-making and problem-solving, etc. 	<ul style="list-style-type: none"> - The mentor as a role model - He/she has an active part and provides information input for the protégé's knowledge acquisition - The mentor participates in goal setting and problem-solving
<ul style="list-style-type: none"> - Coaching is process related - It promotes individual competence to act and solve problems and raises self-awareness of perception, attitude, and communication patterns 	<ul style="list-style-type: none"> - Mentoring is profession related - Professional support in single practice situation to integrate career and organizational planning

<p>→ The overall individual is considered (including private concerns if necessary)</p>	<p>→ The individual only in the organizational context is addressed</p>
<p>Mediation of professional competence</p>	<p>Mediation of social and methodological competence</p>
<p>- Personal and vocational development and growth of the coachee</p>	<p>- Vocational development of the mentee</p>
<p>- Coaching often is a targeted PE (personal development) measure based on occasions</p>	<p>- Mentoring is usually integrated into a comprehensive PE concept</p>
<p>- Coach pursues the interests of the coachee superficially</p>	<p>- The mentor primarily follows the company's interests</p>

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