

give may be technical; it may be the mediation between departments; or it could even be resolving a misunderstanding between the two of you. Communicate your interest in the employee's success.

The final phase of a coaching conversation is action planning. This is where you and the employee plan the specific action steps designed to solve the performance problems. A number of alternatives and their advantages and disadvantages may be examined. Help the employee choose the best alternative and set up a step-by-step program aimed at improvement. Establish a schedule that will include a review of progress and possible change to the step-by-step plan.

One of the most important parts of this final stage is communicating your support for, and interest in, the employee's success. Finish the meeting by thanking the employee for discussing the issues with you, and express your genuine hopes for the person's future achievement. Invite the employee to let you know how he or she feels about the discussion, and work toward finishing on a high note.

Performance coaching is a core-management task. Managing others in a way that conveys your commitment to their success will be reflected in the commitment and motivation they will offer in return. ▲

A regular contributor to *The Scrivener* in the past, **Harriett Lemer** is Vice President of Einblau & Associates, a Vancouver-based full-service management consulting firm offering a variety of organization-development services such as teambuilding and strategic planning. Harriett specializes in leadership coaching and teaches a popular course for managers, entitled *Coaching For Commitment*.
www.einblau.com.
Voice: 604 684-7164



Dr. Bernard Hoeter

The Origins of "Mentor" and "Coach"

The word "mentor" originates from Greek methodology. Goddess Athena spoke through Mentor, a respected Italian nobleman, to give advice to young Telemachus, son of Odysseus and Penelope, whose father was roaming the Aegean seas in search of his homeland. Today, "mentor" denotes a wise and trusted councillor.

"Coach," on the other hand, emanates from mediaeval student slang. A coach (originally a carriage) was a private tutor who prepared students for their examinations. (He was the "carriage" who drove them through their tests.) "Coaching" today means to instruct, to train.

All academic students gain basic knowledge of their professions by listening to an educator and reading relevant books mirroring the distilled knowledge of their calling. Book wisdom and lectures form the foundation of every study program.

But students also need the living touch of savant practitioners, mentors, coaches, and role models whom they should try to emulate. The mentor/coach helps students and young practitioners by sharing his or her empirical knowledge. By doing so, the mentor frequently becomes an admired friend and life-long role model. ▲

Mentoring, Coaching, & Role Modelling

Professor Bob Reid: Role Model for Learning

In Professor Reid's 28-year teaching career, his primary teaching has been to law students at the UBC Faculty of Law. He has taught Property law to first-year law students, real estate transactions to upper-year law students, and faculty of Commerce and Business Administration real estate courses to agents and salespeople. In Fall 2002, Bob taught the Real Property course to paralegal students at Capilano College.

Bob was involved in the early development of our BC Notary Preparatory Course, which he also teaches at UBC; in fact, he wrote the mortgage law section. Bob has presented tutorials and seminars both to Notary students and experienced Notaries.

He enjoys the challenge and the opportunity to meet and help people achieve their career goals. He is quick to say he has learned much from his students over the years, especially the First Nations students.

"The challenge in teaching arises when you want to impart to your students a basic understanding of the issues and principles of law being discussed in that class. Moreover, you want them to understand how the principles or issues apply in the wider concept of practice or the real world outside the classroom.

"And, most important, you want your students to challenge and discuss how these principles are applied in decisions. What other arguments can be made? Was the judge correct? You want students to think about the issues and principles, not simply memorize the lecture. You want them to feel they have learned something important and useful." ▲