Coaching and Mentoring Entrepreneurs; more definitions won't work.
"If you serve too many masters, you'll soon suffer." (Homer, the Odyssey)

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Abstract

Since entrepreneurship is essential to economic growth, there is a keen interest in the developing effective support programs for entrepreneurship. Within these programs, the support given to the entrepreneur as a person is key. Unfortunately, authors use various labels and definitions when referring to the personal support of the entrepreneur - the most well-known labels being coaching and mentoring. To map out this conceptual battlefield, we compare a number of definitions and streams in the literature to put personal support in perspective.

Already mentioned in Homer's Odyssey, personal support has been around for centuries, leading to a large variety of definitions, theories and methodologies. Nonetheless the literature about personal support of entrepreneurs is rather scarce. Only since the start of this century the amount of publications is growing, of which most deal with developmental interactions. Also the use of the terms coaching and mentoring can be very confusing, as some authors use them interchangeably while, others emphasize the differences. This conceptual unclarity makes is very difficult to measure the effectiveness of personal support.

The elements that most researchers use in describing personal support are the agenda: i.e. the amount of control that is being used by the supporter, and the role, i.e. the focus of the support. The agenda can vary from a directive way of support to a non-directive way of support. The role can vary from focusing on the business problems or skills needed to focusing on personal development or personal growth. These two dimensions leads to a matrix of four types of support, which is called problem solving, solution oriented, focus on insight, and personal focus (Haan & Burger, 2007).

In total 15 top management, entrepreneurship and psychology journals have been searched for coaching and mentoring papers. They have been refined on the use of coaching or mentoring for entrepreneurial purposes and the description of these terms. Then these descriptions were scored on the two dimensions; role and agenda.

In total 1,116 papers were found in these journals. After a selecting on abstract, 71 papers were left for scoring. 51 of these papers had a complete description of either coaching mentoring, or both. In most papers we did not observe much difference in the description of coaching and mentoring. This confirms that the difference between coaching and mentoring is not clear in the entrepreneurship literature. Although most of the support is described as focusing on the development of skills or the business, some of the support is described as focusing on the personal growth. A few papers describe personal support as a free, non-directive sort of support, while the majority is described as a rather directive sort of support. For further research it would be interesting to see if the different sorts of support also have is any difference in results.

Introduction

Enterprises, and specially knowledge-based businesses are very important for the development and revitalization of a region, especially if that region has had a decline of the traditional industry (Bijleveld, 2008; Bijleveld et al., 2012; Gorman & McCarthy, 2006). There seems to be consensus among policymakers, academics, researchers and economists that entrepreneurship support and entrepreneurship education is probably one of the best ways to contribute to economic growth (Audretsch, 2004; Khan, 2011). A lot of governments, universities and other public and private organizations have developed support programs to stimulate entrepreneurship and to help entrepreneurs. The way they are supporting is very diverse (Bruneel, Ratinho, Clarysse, & Groen, 2012; Ratinho, Harms, & Groen, 2010; Vanderstraeten, Matthyssens, & Witteloostuijn, 2012). One sort of support is reduction of taxes, subsidies, building infrastructure and workspace. Another kind of support is more focusing on the person, the entrepreneur; the personal support. It is often mentioned that the entrepreneur is the key factor in entrepreneurship. As Zalan and Lewis (2010) for example say; 'one of the key factors in stimulating entrepreneurship is the person; the entrepreneur.' Also Raposo and Paco (2011) acknowledge that supporting the person (the entrepreneur) is one of the key factors in stimulating entrepreneurship. In line with this, Pouls (2011) concludes that one of the most valued elements of the VentureLab Twente (Lambalgen, Tilburg, & Groen, 2012) is coaching. This means that personal support in entrepreneurship is a key factor in economic growth. This kind of personal support is known under various terms: coaching, mentoring, supervision, guiding, training, teaching, counseling, moderating, advising, etcetera. Personal support is also the main stream in educational settings and is thereby also important for entrepreneurship education.

The different methods, terms and behavior of personal support often are a battlefield of spelling out the differences and building walls around a term to avoid infection of others. This is not very helpful in getter further in this field a taking benefit of each other. That's why in this paper the different ways of personal support is being put into a scheme. This scheme helps to put the personal support into perspective. Adding another definition to those that already are being used wouldn't be very helpful. This scheme is more focusing on the corresponding elements and not so on the differences. Having done this, the development of entrepreneurship, and more the discussion about it, can be done according this scheme.

Background.

The discipline of mentoring and coaching has already a long history. The first known is in Homer's Odyssey where Ulysses as king of Ithaca, left to make war on the Trojans. He entrusts his son Telemachus and his wife Penelope to his friend Mentor (Robinson, 1984). During that period Telemachus had grown in wisdom and could function independently. Mentor guided him in this transition, although he largely failed in his duties of keeping Ulysses household intact (Barondess, 1995; Roberts, 2000). Also the ancient Greeks used coaching and mentoring to teach protégées. Known names are Socrates and Plato. Where Socrates is named as Plato's mentor, teacher (Encyclopedia, 1911; Garvey, Stokes, & Megginson, 2009; St-Jean & Audet, 2009).

In the last century coaching evolved also; from counselors and therapists in the 1930s-50s, executive- and business coaching in the 1960s-80s, where also sports coaching became more psychological, until the 1990s and later, where coaching became more professional and evidence based (Brock, 2012; Grant & Cavanagh, 2004). This evolution came along with all kind of definitions of, for example, coaching and mentoring.

In todays practice coaching and mentoring is often used with a wide range of theories and methodologies like executive coaching, business coaching, consulting, counseling, human resource management, training, psychology, therapy, teaching, advising, sponsoring (Feldman, 2005; Greene & Grant, 2003; Ives, 2008; Levinson, 1978). This is also clear when we take a look at the literature of these items.

Literature about personal support

The amount of publications about coaching or mentoring entrepreneurs isn't very much. There has been some research on personal support in a business environment, but most of what is been published about personal support in a business setting, is about business support itself or supporting (executive) managers (Bernardez, Valdez Gomez, Uribe, & Santana, 2007; Devins & Gold, 2000; St-Jean & Audet, 2009). However, since the start of this century the literature about coaching did explode. In the more than 50 years between 1937 and 1994 there where almost as much papers and PhD dissertations as there where in 4 years from 2000 until 2003 (Grant & Cavanagh, 2004). This makes it clear that this interest of this subject in science is growing but still young. Spence (2007) argues that the adoption of evidence-based coaching needed to prevent the disintegration into faddism and extremism.

Looking at what is been written, most researchers see similar principles in personal support; they all handle about developmental interactions (Abiddin, 2006; D'Abate, Eddy, & Tannenbaum, 2003). Although they see this, most of them point out the differences. For example Deans and Oakley (2006) state that coaching and mentoring share the same principles, but they follow with the conclusion that coaching is primarily focused on a short-term intervention aimed at performance improvement or developing a particular competence, while mentoring focuses on supporting people to manage their own learning in order to maximize their potential and develop their skills, improve their performance and become the person they want to be. This is also supported by Stone (1999) when she says that coaching helps to improve all employees to do their current jobs and increase their potential to do more in the future and mentoring is reserved for the most talented employees to help them advance to become allies in the future.

Stone (1999) also states that counseling is for the people with bad habits that have become chronic. And Klofsten and Öberg (2008) conclude that one of the differences between coaching and mentoring is that coaching is process orientated and should develop a structure and platform through guidance where mentoring is situation oriented and should transfer personal experiences of doing business and solve specific problems. The International Coach Federation (ICF) defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. They say that coaching is a distinct service and differs greatly from therapy, consulting, mentoring or training. Individuals who engage in a coaching relationship can expect to experience fresh perspectives on personal challenges and opportunities, enhanced thinking and decision-making skills, enhanced interpersonal effectiveness, and increased confidence in carrying out their chosen work an life roles (ICF, 2010). Where the ICF does not explain what the difference is between coaching and the other sorts of support. Sometimes the definitions seem to be somewhat contrary. Shrewsbury and Health Libraries (Law, Ireland, & Hussain, 2010) describes 26 papers and books that are about that difference. But there are much more papers describing the differences (Coll & Raghavan, 2011; Goldberg, 2010; Hoepfner, 2006).

Others use the terms coaching and mentoring interchangeable or make no difference when supporting the development process in order to enlarge the professionalism of the coachee (Haan, 2006). Or when executive coaching is taken to be an experiential, individualized,

leadership development process that builds a leader's capability to achieve short and long-term organizational goals (Gray, Ekinci, & Goregaokar, 2011). It is also stated that coaching can be problem focused and development focused (Wise & Voss, 2002) Also the coaches themselves use several terms like executive coaching, consultant and personal coach without being clear what the difference is (Liljenstrand & Nebeker, 2008).

In reaction to all these definitions Clutterbuck (2008) says that when each group is trying to defend its own territory and trying to land-grab by defining the terms, confusion about this is becoming more and more. He also concludes that this makes it more difficult to clarify the effectiveness of coaching and mentoring. That's why it is interesting to make a construct that can combine different ways of personal support without falling into the traps of definitions. D'Abate et al. (2003) already made an attempt to do this, when she makes some matrixes to understand the state of the literature. But in the end she concludes that the findings can be used to form more complete and sound definitions of developmental interactions constructs. But she also advises to review the matrices and that is less about the construct's name and more about the characteristics that are used to describe the construct.

Modeling the soft support

To give a look at the different elements that are being used to describe support of personal development, or personal support, we see some directions that are being used more often. Personal support can be done in a more or less directive way (Hamlin, Ellinger, & Beattie, 2009) The supporter can have different roles in the interaction; from sounding board related to mental health services (Berman & Bradt, 2006) to support, related to decision making (Drucker, 2005). In general the support can focus on development of the individual or on the resolution of problems (Wise & Voss, 2002).

Each (support)session can also have different focusses. Cavanagh (2006) argues that expert knowledge is critical to coaching, which implies that the coach can also advise or guide. While Stober and Grant (2006) state that asking the right questions is what coaches should prefer; which implies a more free session, however they also say that both approaches lay on a continuum and do not exclude each other. This multifaceted interaction of the coach is also recognized by Forde, McMahon, Gronn, and Martin (2012) who find out that in coaching, expertise should be set aside while on the other hand professional experience is being privileged.

The coaching behavior model of Haan and Burger (2007) for executive coaching contains both elements. They adapted their model from Heron's six categories of counseling intervention (Heron, 2001). Berman and Bradt (2006), Ives (2008) and D'Abate et al. (2003) also describe the same sort of behavior for personal support. Also Clutterbuck (1998) describes a continuum of who is control of a coaching session and determines what is being discussed. This has been pointed out in figure 1 where the (six) coaching behaviors are illustrated.

Figure 1 Coaching behavior (Pouls, 2011)
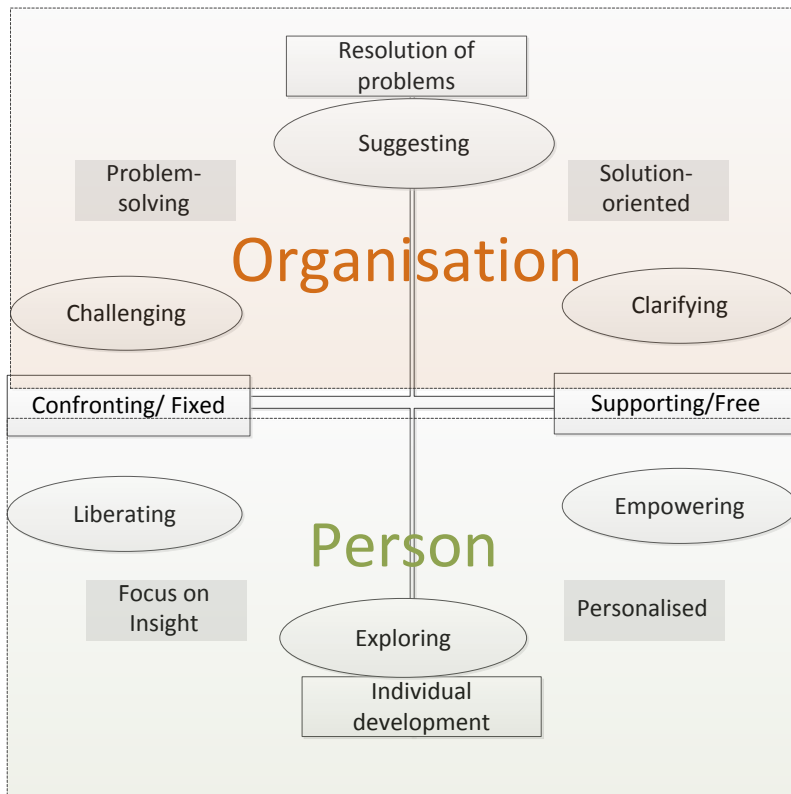
This figure shows the two main elements that can determine the sort of personal support; Role and Agenda (Fillery-Travis & Lane, 2006). Where the role is been influenced by the direction or goal of a support relation. This role divers from skill or business oriented to personal development. The agenda is sets the way a supporter acts during a session. The agenda divers from a fixed or directive way to a free of non-directive way.

In table 1 the different sorts of personal support are shown. On the vertical ax is the role, from skills or organization oriented tot personal development. On the horizontal ax is the agenda, from fixed or directive to free or non-directive support. Although there are four sorts of behavior in this model, the behavior is a continuum on the two axes and can also be diverted into more sorts of behavior. This is also shown by Jenkins (2007).

Table 1 Different behavior of soft support

| | | Agenda | |
		Fixed / Directive	Free / Non-directive
Role	Skills / organization oriented	Problem solving / Challenging	Solution oriented / Clarifying
	Personal development	Focus on insight / Liberating	Personal Focus / Empowering

Research Method

To find out about the elements that are used to entrepreneurship coaching and mentoring research, we conducted a rigorously literature review. For this we used the keywords 'coaching' and 'mentoring' to find relevant papers in both the top 8 entrepreneurship journals

5

and the 7 top general management journals (Sassmannshausen, 2012; Stewart & Cotton, 2013) and the Journal of Applied Psychology. Then we selected the papers on the use of coaching or mentoring for entrepreneurs, or manages in their role of running a business (CEO). This is been done in succession by the title and the abstract. After that the full text is being examined on that same criteria, and the also if there was an explanation of mentoring or coaching. In total 71 papers gave some sort an explanation of coaching or mentoring entrepreneurs.

The keywords of the description of mentoring or coaching of these papers have been collated. Then these keywords have been valued according the two elements of personal support; from business oriented to personal development orientation and directive to non-directive. The value is from 1 until 5, where 1 is business orientated and directive and 5 is personal development orientation and non-directive. In table 2 is shown how the different keywords are valued.

Table 2 Valuation of the personal support

Value	Role	Keywords	Agenda	Keywords
1	Focus on the skills with (almost) no eye for the development of the person	Expert(ise) Strategic choices Company growth Specific skills Job performance Finance, law, accounting, market, handle a problem	The supporter (coach/mentor) steers the situation, gives direction during the process	Control, act as CEO, Paternalistic, instruction, injecting, participate
2	Focus on the skills with an eye for the development of the person	Providing knowledge, experience Planning, Management, develop leadership Network, business plan, models	The supporter (coach/mentor) steers most of the time the situation with an eye for the needs of the person	Supervisor Learning, teaching, advising, guide, assistance, providing, training, support
3	Focus on personal development	Intellectual and social capital	The steering of the process switches or is in the hands of both.	Helping, parental, training, working together
4	Focus on the development of the person with an direct eye for the skills	Start thinking, develop thoughts, resilience Team building, personal relations	The coach/mentor influences the process but lets the person decide.	Encouraging, discussion, talking, reflecting, cheer
5	Focus on the development of the person without direct eye for the skills	self-efficacy, personal growth/satisfaction	The coach/mentor lets the person free to decide about the process	Delegation, jolly time, Inverse knowledge creation

Results

In total there where 1116 articles of 15 journals. 279 articles from 'entrepreneurial' journals, 561 from 'management' journals and 276 from the Journal of Applied Psychology. In table 3 are the numbers and percentages of each journal shown.

Table 3 Articles selected on keywords

	Numbers				Percentages			
	Coaching	Coaching/ Mentoring	Mentoring	Total	Coaching	Coaching/ Mentoring	Mentoring	Total
Entrepreneurship & Regional Development	4	2	11	17	24	12	62	2
Entrepreneurship Theory and Practice	20	2	27	49	41	4	55	4
Family Business Review	20	6	63	89	22	7	71	8
International Small Business Journal	7	5	21	33	21	15	64	3
Journal of Business Venturing	12	2	24	38	32	5	63	3
Journal of Small Business Management	5	2	11	18	28	11	61	2
Small Business Economics	17	0	10	27	63	0	37	2
Strategic Entrepreneurship Journal	2	0	6	8	25	0	75	1
Total Entrepreneurship	**87**	**19**	**173**	**279**	**31**	**7**	**62**	**25**
Academy of Management Journal	73	26	79	178	41	15	44	16
Academy of Management Review	46	36	80	162	28	22	49	15
Administrative Science Quarterly	10	14	26	50	20	28	52	4
Organization Science	22	6	34	62	35	10	55	6
Strategic Management Journal	36	2	9	47	77	4	19	4
Technovation	26	7	29	62	42	11	47	6
Total Management	**213**	**91**	**257**	**561**	**38**	**16**	**46**	**50**
Journal of Applied Psychology	171	27	78	276	62	10	28	25
Total	**471**	**137**	**508**	**1116**	**42**	**12**	**46**	**100**

Remarkable on this is that the term 'mentoring' is more often used in journals that are considered to focus on entrepreneurship. At the management journals this is more even divides. On the Journal of Applied Psychology, 'coaching' is more often used. Further you

see that in (entrepreneurial) Small Business Economics the term 'coaching' is much more used. This also the case in the (management) Strategic Management Journal.

After selecting on title and abstract there where 584 and 263 articles left. In table 4 you see the numbers and percentages after selecting on abstract.

Table 4 Articles after selection on abstract

	Numbers				Percentages			
	Coaching	Coaching/ Mentoring	Mentoring	Total	Coaching	Coaching/ Mentoring	Mentoring	Total
Entrepreneurship & Regional Development	3	1	9	13	23	8	69	5
Entrepreneurship Theory and Practice	12	1	17	30	40	3	57	11
Family Business Review	13	4	52	69	19	6	75	26
International Small Business Journal	6	3	17	26	23	12	65	10
Journal of Business Venturing	11	1	13	25	44	4	52	10
Journal of Small Business Management	3	1	6	10	30	10	60	4
Small Business Economics	17	0	9	26	65	0	35	10
Strategic Entrepreneurship Journal	0	0	5	5	0	0	100	2
Total Entrepreneurship	**65**	**11**	**128**	**204**	**32**	**5**	**63**	**78**
Academy of Management Journal	1	4	5	10	10	40	50	4
Academy of Management Review	1	3	4	8	13	38	50	3
Administrative Science Quarterly	1	0	0	1	100	0	0	0
Organization Science	0	0	0	0	-	-	-	0
Strategic Management Journal	3	1	0	4	75	25	0	2
Technovation	9	5	11	25	36	20	44	10
Total Management	**15**	**13**	**20**	**48**	**31**	**27**	**42**	**18**
Journal of Applied Psychology	3	5	3	11	27	45	27	4
Total	**83**	**29**	**151**	**263**	**32**	**11**	**57**	**100**

What is remarkable on this table the percentages of 'coaching' versus 'mentoring' didn't change much. Also the Small Business Economics journal has still much more 'coaching'

articles as other 'entrepreneurial' journals. Further you see that the number of articles in 'management' journals and Journal of Applied Psychology decreased much more as from the 'entrepreneurial' journals. That's what you could expect when selecting on supporting entrepreneurs.

After selecting on the content there are 71 articles left. This is been shown in table 5.

Table 5 Articles after selection on content

	Numbers				Percentages			
	Coaching	Coaching/ Mentoring	Mentoring	Total	Coaching	Coaching/ Mentoring	Mentoring	Total
Entrepreneurship & Regional Development	1	1	2	4	25	25	50	6
Entrepreneurship Theory and Practice	3	0	8	11	27	0	73	15
Family Business Review	3	1	14	18	17	6	78	25
International Small Business Journal	1	2	4	7	14	29	57	10
Journal of Business Venturing	3	0	2	5	60	0	40	7
Journal of Small Business Management	0	1	0	1	0	100	0	1
Small Business Economics	6	0	0	6	100	0	0	8
Strategic Entrepreneurship Journal	0	0	1	1	0	0	100	1
Total Entrepreneurship	**17**	**5**	**31**	**53**	**32**	**9**	**58**	**75**
Academy of Management Journal	0	0	1	1	0	0	100	1
Academy of Management Review	0	1	0	1	0	100	0	1
Administrative Science Quarterly	1	0	0	1	100	0	0	1
Organization Science	0	0	0	0	-	-	-	0
Strategic Management Journal	0	0	0	0	-	-	-	0
Technovation	6	3	5	14	43	21	36	20
Total Management	**7**	**4**	**6**	**17**	**41**	**24**	**35**	**24**
Journal of Applied Psychology	1	0	0	1	100	0	0	1
Total	**25**	**9**	**37**	**71**	**35**	**13**	**52**	**100**

Here the 'score' of Small Business Economics' on 'coaching' is still high, although the number of articles (6) isn't that much. Further it is remarkable that Technovation has 14 (20%) of the articles. Besides that there are only 4 articles (6%) of the articles are not from 'entrepreneurship' articles.

In the 71 papers there was only one paper that defined the term Mentoring (Boyd, Upton, & Wircenski, 1999). All the others only described the term Coaching or Mentoring more or less. Sometimes the description was only on one aspect of the personal support (only on the role or agenda aspect). This leads to a total of 24 complete Coaching descriptions and 31 complete descriptions of Mentoring. There were 20 papers that described only one aspect of Coaching and/or Mentoring. So 51 papers had a complete description of Coaching and/or Mentoring. There were three papers that described Coaching and Mentoring in that paper.

When looking at the descriptions of coaching and mentoring there is quite some overlap. Sometimes those terms are use interchangeable in one article (Dimov & De Clercq, 2006). This gives the idea that in entrepreneurship support there is some confusion about these terms and that the authors don't see a difference between the terms.

Table 6 Number of descriptions of coaching and mentoring

	Coaching		Mentoring	
	Orientation / Role	Directing / Agenda	Orientation / Role	Directing / Agenda
Number of descriptions	31	27	39	39
Mean value	1.90	2.85	1.74	2.44

The number of descriptions in the 71 articles is shown in table 6. The mean validation of orientation of coaching and mentoring doesn't differ much (t=0.046). So this shows that coaching and mentoring is being used for the same sort of personal support. Looking at the freedom (directive versus non-directive) there is some difference (t= 0.125). It seems that the authors see mentoring as a little more directive and coaching a little less directive.

Table 7 Descriptions of sorts of behaviors of coaching

Coaching		Role				
		1	2	3	4	5
Agenda	1	2	4	1	1	1
	2	1	6	2	1	2
	3			1		
	4				1	1
	5					

Table 8 Descriptions of sorts of behaviors of mentoring

Mentoring		Role				
		1	2	3	4	5
Agenda	1	1	9	1	1	
	2		9	3	2	
	3		1	2		
	4					1
	5		1			

In the table 7 and table 8 you see the spreading of the valuation of coaching and mentoring.. There you can see that at coaching and at mentoring most of the personal support is in the quadrant of problem solving. All the other quadrants are rarely mentioned, although at coaching some seem to use solution orientation.

Conclusions

It seems that in entrepreneurship the term 'Mentoring' is more common than the term 'Coaching'. You could wonder why Small Business Economics has an opposite ratio. At the final results almost all the papers are from 'entrepreneurial' journals. That's not strange because entrepreneurship was one of the selection criteria. One exception is Technovation. This journal is sometimes considered to be an 'entrepreneurial' journal. Considering these results that's not so strange, although the ration between 'Coaching' and 'Mentoring' papers is rather even. More research on the use of the terms in different journals would be an interesting topic.

In the personal support of entrepreneurs (and CEO in their role of running a business) coaching and mentoring are both being used. But both terms are quite often used interchangeable. There is no consensus about what is meant with coaching or mentoring. Sometimes they are even used interchangeable in one article or even one sentence; "One issue at this stage is access to outside 'coaches' for mentoring" (Ndonzuau, Pirnay, & Surlemont, 2002). Also the behavior used to describe Coaching or Mentoring does not differ much, although Coaching seem to be bit more personal focused. It would be interesting to do research on these terms for (general) managers.

Most of the descriptions of personal support could be put valued in the soft support model. So this model seems to be useful to tell something more about the sort of personal support (coaching or mentoring) that is meant. A next step would be a research on what kind of personal support for entrepreneurs is being used in practice and if different sorts of support have different results.

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