

Introduction to Coaching and Mentoring

Course Objectives (Modules 1 and 2)

To enable participants to:

- enhance their coaching and mentoring skills
- set up coaching and mentoring programmes
- use tools to support the coaching and mentoring process
- make Skills for Life developments sustainable and embedded within the fabric of organisations.

Learning outcomes

To enable participants to:

1. apply the principles of coaching and mentoring in their organisation
2. explore a peer coaching model
3. develop the skills needed to coach and mentor others towards improved performance
4. understand their own behaviour and its impact on the coaching and mentoring relationship
5. develop coaching and mentoring in the context of their organisation.

Module 1

- What is coaching and mentoring?
- Understanding ourselves – personal attributes
- Traits
- Active listening and questioning
- Inner Game and GROW

A perspective on peer coaching

Coaching... is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine and build skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

(Robbins, 1991)

A perspective on mentoring

Mentoring relates primarily to the identification and nurturing of potential for the whole person; it can be a long term relationship, where the goals may change but are always set by the learner. The learner owns both the goals and the process.

(Megginson and Clutterbuck, 2004)

HEART

**PERSONAL
ENGAGEMENT**

Motivation
Energy
Enthusiasm
Passion



HEAD

**INTELLECTUAL
UNDERSTANDING**



Frameworks
Models
Tools
Examples

HAND



Demonstration
Behaviours

WALKING THE TALK

Coaching and Mentoring

Key principles

- Awareness and responsibility

Skills

- Effective questioning
- Active listening
- Self-reflection
- Empathy

Behaviours

- Personal hidden drivers

Critical factors for success

- Context
- The outcome matters to the individual
- The outcome matters to the organisation/department
- There are tangible measures of success

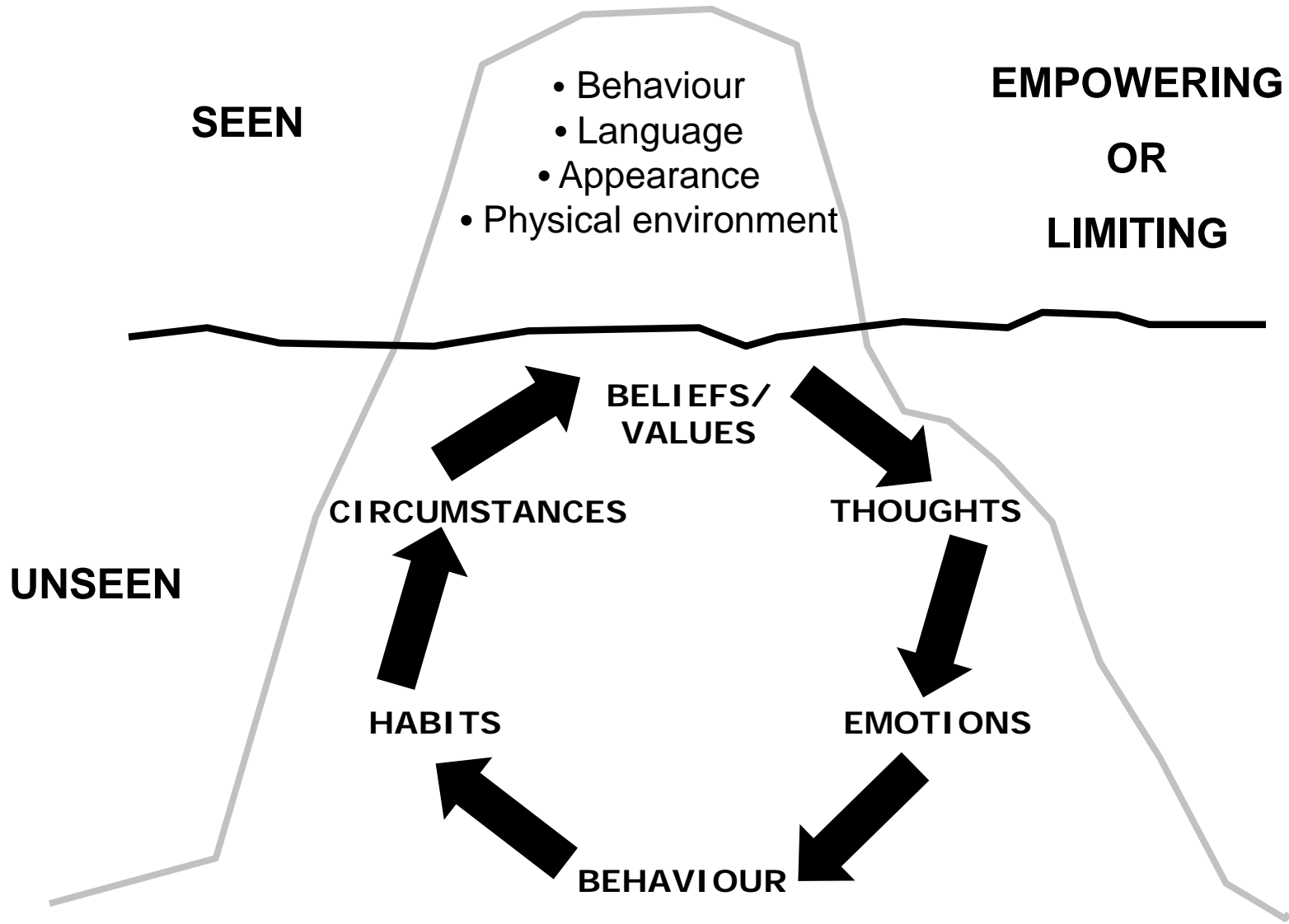
The Peer Coaching model

- Non-directive
- The teacher is the expert, not the coach
- The coach is the expert at facilitating reflection and learning

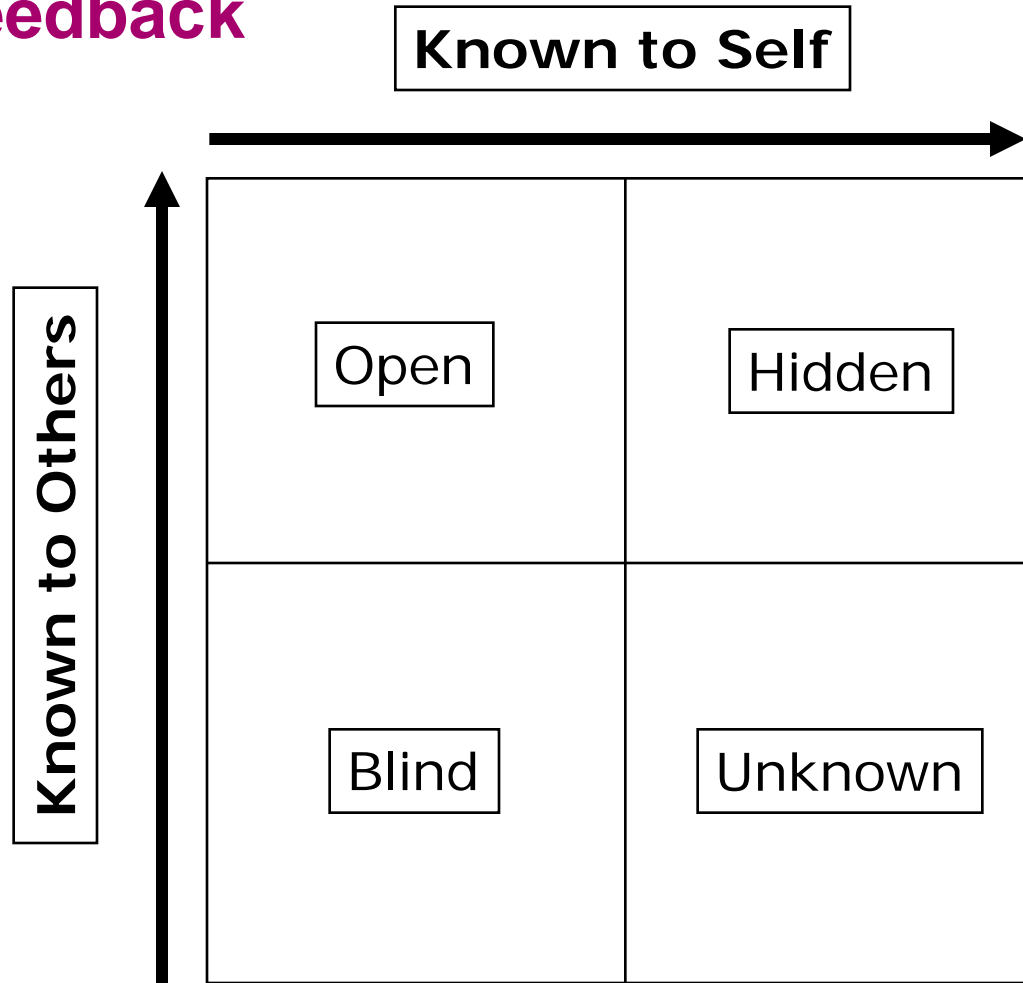
Peer coaching and transfer of information

Only 5% of new information is shared with an organisation following training. However with the addition of demonstration, practice and participation in peer coaching there is an increase to 90% in the transfer of new learning.

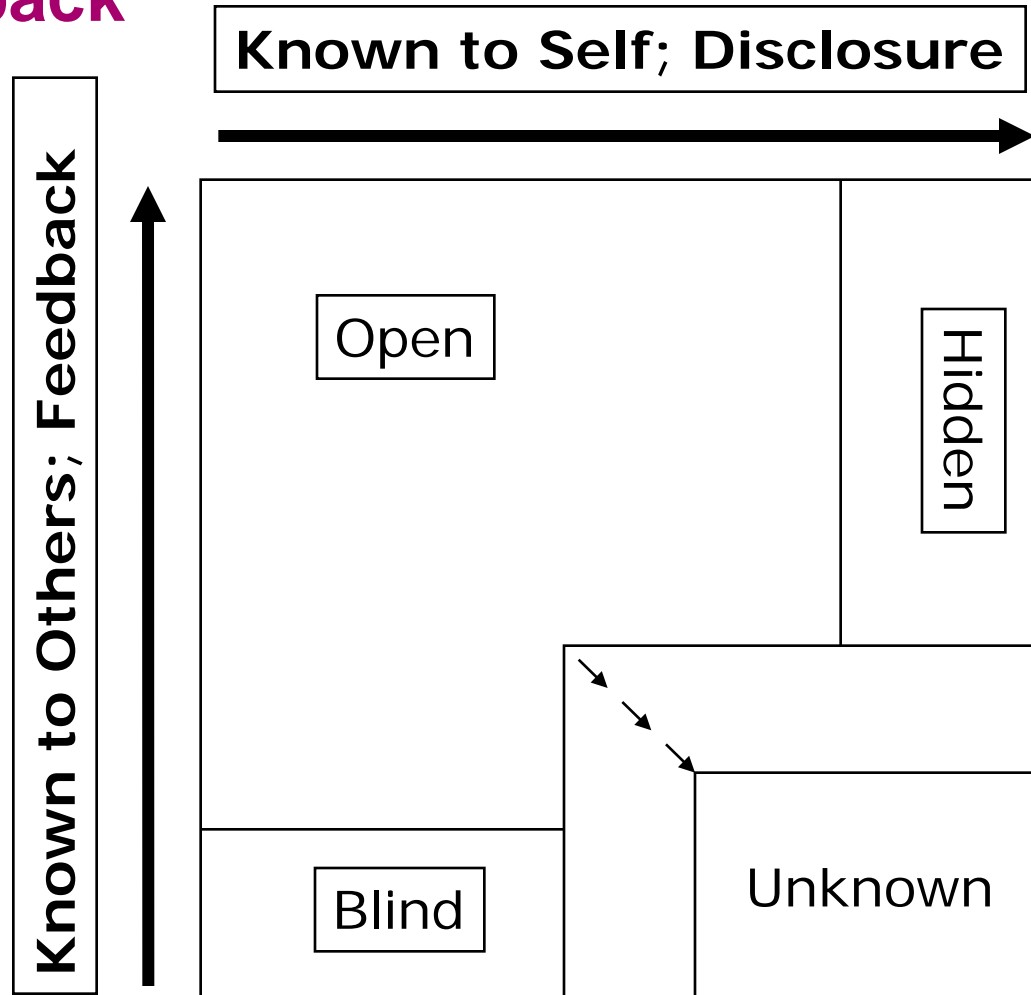
Joyce and Showers



Giving feedback



Giving feedback



Managing traits

What impact would your traits have in a coaching/mentoring situation?

How will you manage your traits in a coaching/mentoring situation?

How would you coach a 'Be perfect' and a 'Hurry up'?

An iceberg diagram illustrating the components of self-concept. The iceberg is divided into two parts: a smaller white tip above the water line and a larger light blue base below the water line. The background is a gradient of blue, representing the sky and water. The white tip contains 'Skills' and 'Knowledge'. The light blue base contains 'Social role', 'Self-image', 'Traits', and 'Motives'.

Skills

What I can do

Knowledge

My “reservoir” of knowledge and experience

Social role

How I see myself in society

Self-image

What I value in myself

Traits

My non-conscious patterns of behaviour

Motives

What excites me

Motives

A need to achieve

To have a good relationship with others (affiliation)

To make an impact (power)

Coaching behaviours

- Understand themselves
- Have self-control
- Have empathy
- Have good 'social' skills
- Respect and value equality and diversity

continued...

Coaching behaviours

- Show interest in people and what they are doing
- Challenge and stretch
- Generate commitment to moving forward
- Encourage people to develop options
- Change perceptions – help people see things differently, lower fear

Coaching contract

- Agree length of session
- Number and purpose of sessions
- Confidentiality
- Level of support
- Advice or not
- Environment
- Contact between sessions and review

GROW steps

G – GOAL: What do you want?

R – REALITY: What is happening now?

O – OPTIONS: What could you do?

W – WILL: What will you do?

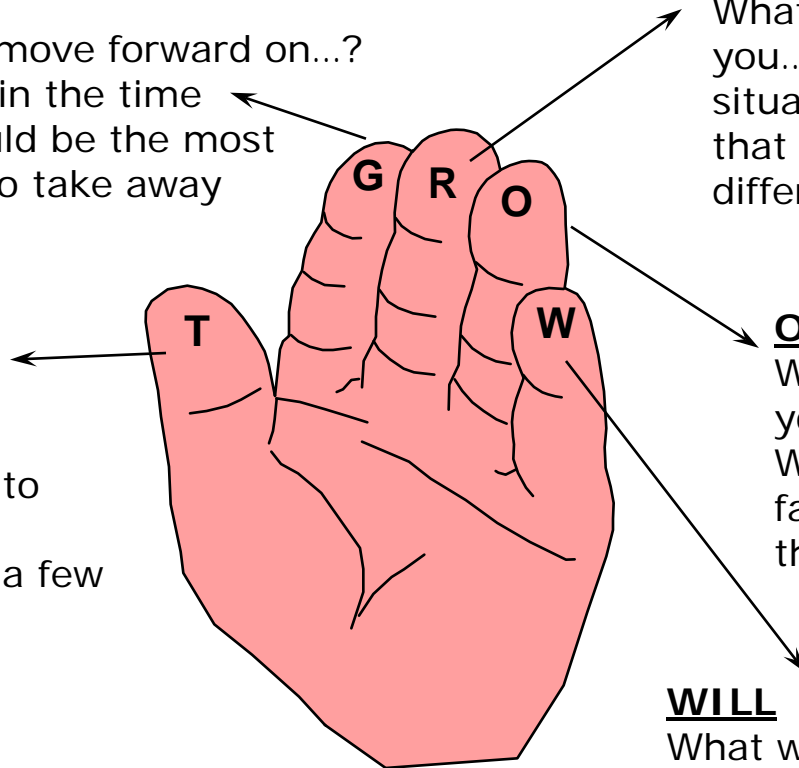
The GROW model

GOAL

What do you want to move forward on...?
 What can we achieve in the time available...? What would be the most helpful thing for you to take away from this session?

TOPIC

Tell me about...
 What would you like to think/talk about...?
 Give me a flavour in a few short sentences...



REALITY

What is happening now that tells you...? Describe the current situation... What made you realise that you need to do something different?

OPTIONS

What could you do to move yourself just one step forward...? What are your options...? How far towards your objective will that take you...?

WILL

What will you do next...?
 How, when, with whom...?
 What do you need from me?

Feedback

How did it feel to be the coach?

How did it feel to be coached?

How did it feel not to give advice?

Creating a coaching culture

- Have a coach conversation every day
- Live coaching, don't pretend it
- Make sure you have a coach for you
- Build relationships, then coach
- Remember coaching is listening, not telling

continued...

Creating a coaching culture

- Build on strengths, create energy for positive change
- Value everyone's differences and uniqueness
- Have regular, consistent, structured conversations with each person
- Plan and agree on stretch goals; review frequently