



COACHING AND MENTORING IN ACTION: ADDITIONAL APPROACHES, TOOLS AND TECHNIQUES

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Preface

The Advanced Practitioner (AP) role is diverse and operates in a wide range of contexts and organisations as is evidenced by the report **'Understanding the Role of Advanced Practitioners.'**¹ This means that, as an effective AP, you will need a variety of skills and competencies to ensure you can fully support your colleagues in their quest for professional excellence and your organisation to drive quality improvements in teaching, learning and assessment across provision.

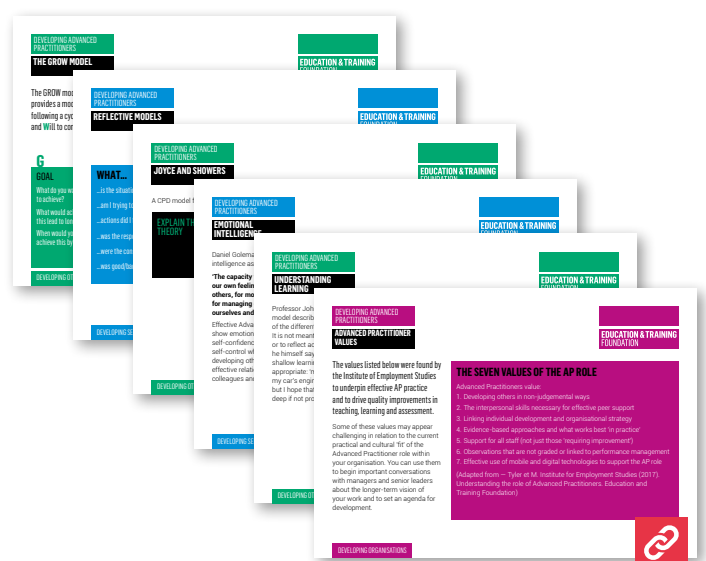
This guide is part of a suite of four guides that will help you to rediscover things you already know and that will add to your toolkit of skills, competencies, models and approaches. Each of the four guides builds on evidence-based research that has been proven to make a positive difference to the professional learning and development of both individuals and teams. Theory is strongly linked to practice and through the use of 'reflective questions' and 'top tips' you will be supported to consider how you might apply the strategies and processes that are being explored to your own role as an AP.

The four guides are as follows:

| GUIDE | AUTHOR |
|---|-------------------------------|
|  <p>Creating Spaces to Think in Further Education and Training</p> | Lou Mycroft Kay Sidebottom |
|  <p>Using Coaching and Mentoring to Support Colleagues: Core Principles and Techniques</p> | Jon Thedham |
|  <p>Facilitating Professional Development and High-Performance Through Situated Learning</p> | Ian Grayling |
|  <p>Coaching and Mentoring in Action: Additional Approaches, Tools and Techniques</p> | Jon Thedham |



Within each guide you will see links to a set of **professional development cards**. This is an additional, practical resource designed for APs to use in a variety of ways, for example to stimulate your own understanding and development, support your practice when working with others and to drive quality improvements in teaching, learning and assessment across the organisation.



¹ Tyler et al, (2017) Institute for Employment Studies. *Understanding the Role of Advanced Practitioners in English Further Education*. Education and Training Foundation

Introduction



COACHING AND MENTORING IN ACTION

"Learning is a process where knowledge is presented to us, then shaped through understanding, discussion and reflection."

PAULO FREIRE

AN OVERVIEW OF THIS GUIDE

This guide looks at tools and approaches to help you, as an AP, support your own personal development as well as the development of colleagues. It builds on and expands some of the approaches and tools introduced in the ['Using Coaching and Mentoring to Support Colleagues'](#) guide in that it:

- further explores the similarities and differences between coaching and mentoring and the value both approaches bring to your role as an AP
- provides guidance, tools and tips to support powerful and effective conversations with colleagues that are focused on driving quality improvements with teaching and learning
- addresses some of the potentially challenging aspects of your role such as overcoming resistance and managing change
- supports theories with practical examples of their use and how they can be implemented.

This first chapter identifies how coaching can be used to support self-development of you as an AP. It presents a framework for the evaluation of your coaching and mentoring effectiveness. **The second chapter** explores how the key coaching principles of challenge, questioning and support can aid effective mentoring. It also unpicks the differences between coaching and mentoring and the skills required in both. **The third chapter** offers models and approaches to support the effective provision of feedback and explores some of the challenges this may present to you in your role. **The final chapter** focuses on the concept of change and how you can support colleagues through the change cycle as they begin to experiment with and develop aspects of their practice.

Chapter 1: Using coaching for self-development

REFLECTIVE QUESTIONS:



- How much time do you devote to your own development as an AP?
- How might you use/do you use self-coaching to help you develop as an AP?
- How critically reflective are you?
- How do you support critical reflection in your colleagues?
- How do you ensure that the coaching and other support you provide is effective?

1.1 SELF-DEVELOPMENT

Self-evaluation and self-reflection are integral parts of developing yourself as an AP. Many coaches take time at the end of a day to write down their reflections on their work and the interactions they have had with others. Here are some questions that might help with your self-reflection:

- Why am I supporting colleagues using coaching and/or mentoring?
- What am I learning about myself and others?
- What do I find hard to understand about by colleagues in my AP role?
- What does this tell me about myself?
- What am I learning about my relationships with people?
- When am I most effective in my AP role?
- How do I know I'm being effective in my AP role?
- How am I providing a role model for my colleagues?

Development activity

- Keep a reflective diary for a month and use this to review your practice and help you develop your effectiveness in the AP role.

1.2 THE AP AS A ROLE MODEL

'To be effective, APs must be supportive, approachable, *'able to work well with people and see the strength of people'*² and happy to answer quick queries on a spur-of-the-moment basis, as well as spending longer in planned sessions with members of staff. The enthusiasm and passion that APs have for teaching and developing others is seen to be effective in motivating tutors and giving them the confidence to try new approaches and techniques in the classroom.'²

An effective AP should be a role model for key areas of development, including:

Self-Development: they model best practice in the way they manage and undertake their own personal and professional development. The ['Seven Values of the AP Role'](#) will provide you with a foundation for this.

Reflective Practice: they are self-aware and use reflection to help themselves learn and grow as well as actively encouraging others to use reflection as a tool for learning.

Humility and authenticity: they are willing to make mistakes and learn from them. They are open to challenge and also challenge themselves and are fair and consistent when working with colleagues.

Resilience: they bounce back from setbacks, build supportive networks, are adaptable and look after themselves by paying attention to their health and wellbeing.

Pro-active role modelling requires you to understand your own strengths and development areas and to use this understanding to help your colleagues develop their own understanding, through an increased awareness of their context and other situational factors. APs might also share strategies with their colleagues, strategies that they have successfully used previously to expand their awareness of potential options, rather than to be overly directive.

² Tyler et al, (2017) Institute for Employment Studies. *Understanding the Role of Advanced Practitioners in English Further Education*. Education and Training Foundation

Development activity

In order to better understand how you can be a positive role model answer the following reflective questions:

- What could colleagues use me as a role model for?
- When am I not a good role model?
- When have I observed people successfully modelling my behaviours and approaches?
- How do I help embed the role-modelled behaviours into my colleagues' behaviour and practice?
- Who are my role models?
- How can I be a more effective role model?

1.3 SELF-COACHING

Self-coaching is not necessarily solitary coaching; it is just coaching that is undertaken without a facilitator. An AP should be able to coach themselves as they understand the use of the models, tools and approaches that underpin coaching. The skill to be able to self-coach needs to be passed onto colleagues so that they can use coaching models when you are not instantly available or when they are coaching others, including learners.

An effective self-coach also needs self-discipline and motivation to ensure they challenge themselves, are fully engaged, have clear goals and commit to action at the end of the process.

QUESTIONS TO HELP WITH SELF-COACHING

Identify something you (or your team) want to improve or achieve. Write down your answers to each of the questions, interpreting them in the way that seems appropriate to you. The questions follow the GROW sequence which is explored in more detail in the ['Using Coaching and Mentoring to Support Colleagues'](#) guide.

Goal:

- What would you like to work on?
- What would you like to have after answering this set of questions (e.g. a first step/strategy/solution)?
- What is your goal related to this issue?
- When are you going to achieve it?
- What are the benefits for you in achieving this goal?

- Who else will benefit and in what way?
- What will it be like if you achieve your goal?
- What will you see/hear/feel?

Reality:

- What action have you taken so far?
- What is moving you towards your goal?
- What is getting in the way?

Options:

- What different kinds of options do you have to achieve your goal?
- What else could you do?
- What are the principal advantages and disadvantages of each option?

Will:

- Which options will you choose to act upon?
- When are you going to start each action?
- What could anyone else do to give you support and when will you ask for it?
- How committed on a scale of 1-10 are you to taking each of these actions?
- If it is not a 10 what would make it a 10?
- What will you commit to doing? (Note: it is also an option to do nothing and review at a later date)³

By taking yourself through this GROW process you will be using coaching to help you reach solutions, solve a problem/issue or even just move your thinking forward. Remember that every coaching session should help you build your awareness, understanding and lead to action that you have responsibility for implementing.

Development activity

- Assign a time in your diary to undertake a self-coaching session based on the GROW questions. You could undertake this individually or you could do it collectively with other AP colleagues.

³ J. Whitmore. (2017) *Coaching for Performance, The Principles and Practice of Coaching and Leadership*, Fifth Edition, Nicholas Brearley Publishing p.254

1.4 CRITICAL DIALOGUE

One element of self-reflection is the ability to effectively use 'Critical Dialogue'. Schein (1993) identified this as, 'the need to explore the processes, assumptions and certainties that comprise everyday life'.⁴ Critical Dialogue helps deepen reflective practice by focusing on personal bias, and also supports peer working through collaboration and mutual examination of any biases. It facilitates professional conversations and helps both the AP and their colleagues work together to improve teaching and learning.

'Critical Dialogue occurs when educators discuss teaching incidents and challenges with their peers in order to scrutinize personal experience and to avoid biased interpretations and actions in teaching.'⁵

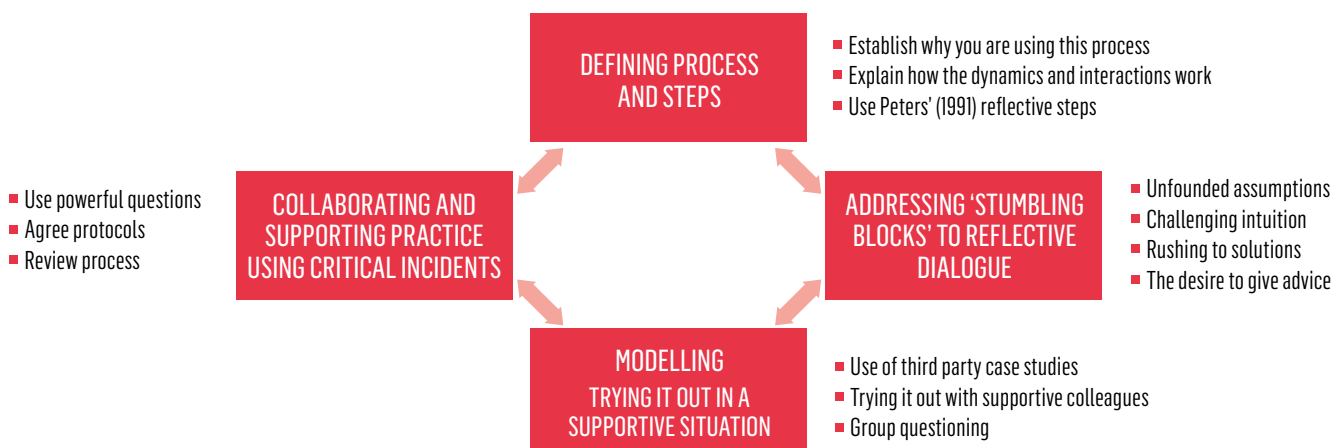
In '[Using Coaching and Mentoring to Support Colleagues](#)' you will have explored the use of effective coaching models and the importance of questions. The Critical Dialogue model uses these skills and approaches to help colleagues reflect more deeply and to recognise the underlying thoughts and assumptions that guide actions. As an AP, you will be having many professional conversations with colleagues and Critical Dialogue is a collaborative act just like coaching. However, it differs from traditional coaching models in that it is specifically focused on **examining personal experiences** and **any biased interpretations and actions** relating to those experiences.

Critical Dialogue uses 'critical incidents' as the basis for conversations and requires you to use questions and prompts to fully explore those incidents and explore thinking. A critical incident is an event that causes you or a colleague to stop and think about a teaching situation in a structured way and then consider possible future actions. It does not have to be a dramatic event, just one that asks questions and causes you to reflect more deeply.⁶

The cycle (see Figure 1 below) sets out the key factors that will ensure the effectiveness of the critical dialogue conversation. You need to ensure that the overall process is understood by all parties including the **critical reflection steps** you will be taking to ensure the conversation is valuable and developmental. In your role as an AP you will need to challenge assumptions and avoid immediately giving advice or providing a solution. You can use other inputs, such as case studies, to facilitate and extend thinking and encourage experimentation with new ways of working. Finally, you will use your coaching and mentoring skills to support your colleagues when they are trying out their new approaches.

A Critical Dialogue conversation could be between yourself and a colleague, or it could underpin a peer group collaborative activity that you could facilitate. The importance of the questions you ask in a Critical Dialogue conversation are, like coaching, designed to raise awareness and to support self-reflection.

FIGURE 1: FACTORS SUPPORTING A SUCCESSFUL CRITICAL DIALOGUE



Adapted from: Marchel, C. (2007) Learning to Talk/Talking to Learn: Teaching Critical Dialogue. Teaching Educational Psychology. Vol 2.1.

⁴ Schein, E. (1993) *On dialogue, culture, and organizational learning*. *Organizational Dynamics*. Vol.22 Issue 2 pp 40-51.

⁵ Marchel, C. (2007) – *Learning to Talk/Talking to Learn: Teaching Critical Dialogue*. Teaching Educational Psychology, Vol. 2.1.

⁶ Mohammed, R. *Critical Incident Analysis: Reflections of a Teacher Educator*. *Researcher in Teacher Education* Vol.6. No 1. May 2016 pp. 25-29.

⁷ Peters, J. (1991) "Strategies for Reflective Practice." In *Professional Development for Educators of Adults*. *New Directions for Adult and Continuing Education* no. 51. Edited by R. Brockett. Jossey-Bass, San Francisco, Fall.

STEPS IN CRITICAL REFLECTION

Peters (1991)⁷ described the process of critical reflection in four steps using the acronym DATA (describe, analyse, theorise and act). Once again you will note how this links closely to coaching and mentoring models we have outlined in the, '[Using Coaching and Mentoring to Support Colleagues](#)' guide:

- **Describe:** Ask your colleague what critical aspect of practice they wish to change or improve, the context they are working in and the reasons for the change.
- **Analyse:** Get your colleague to explain fully why they are currently using this approach and importantly, the assumptions that are supporting this approach. Help tease out any underlying beliefs and any underlying theories that are being applied.
- **Theorising:** Explore alternative ways of approaching teaching and learning by taking the theory, explained in the previous step and developing it into a new one. You can do this through introducing alternative approaches, or by challenging the beliefs and assumptions that underpin the existing theory being applied.
- **Act:** Work with your colleague to actively model this new theory so that they can clearly see any differences between what they are doing and what they need to do in the future.

OVERCOMING THE STUMBLING BLOCKS

1. Use powerful questions to help your colleague fully examine their assumptions. For example, "What made you think that?" "Could you look at it from another perspective?" "What are the alternatives?"
2. Colleagues will often, in a teaching and learning situation, make decisions quickly under the assumption that their instincts and intuition are always right (the more experienced they are, the more this may be true). As an AP you can use powerful questions to facilitate deeper reflections. For example, Rolfe's framework⁸ supporting reflective practice suggests the following:
 - **What happened?** (Describing the situation.)
 - **So what?** (What have you now learnt from this? Were your initial assumptions correct?)
 - **What next?** (How to improve the situation. What does this tell us about your assumptions?)

3. Be careful not to rush to provide solutions, it is all too easy, with your experience and knowledge, to provide answers to problems that may be best solved by affording your colleagues time for reflection and coming up with solutions of their own.
4. Use your role as an AP to help people develop their questioning and listening skills. As with the principles that underpin the [Thinking Environment](#), make sure you give yourself time to reflect fully before jumping to solutions and/or conclusions.
5. As an AP you will naturally have a desire to share your experiences and offer advice. Make sure that when you are supporting colleagues you spend time analysing fully the issue being discussed, as well as the assumptions that underpin it – both yours and theirs. You need to be aware of your reactions to what is being said; stop and consider what you are feeling and why may you be feeling this. You can check in with your colleague at this point by probing to test your assumptions, for example "Is this something you are feeling?" "What significance does this have?" Such questions will either raise an important point and help to deepen their understanding or alternatively will lead to nothing of any significance, in which case you can move on.

Development activity

- You will see from these approaches that good coaching and mentoring techniques help to overcome blockages and minimise the common mistakes people make when supporting colleagues to evaluate their practice.
- Take a look at the prompts below and practise using them with colleagues. Make a note of those that you found to be most effective and add them to your 'toolkit' of resources to use.

Useful prompts that help support and model Critical Dialogue⁹

- "Tell me more about your thinking."
- "Explain why you think that."
- "Explain your thinking to me."
- "I am curious about why you think that. Can you tell me more about it?"
- "I wonder what others think about that."
- "Do any of you have a reaction to my last observation/comment?"
- When working in a group situation: "Let's all share our perspective on that point."

⁸ Adapted from: Rolfe, G., Freshwater, D. and Jasper, M. (2001) *Critical Reflection for Nursing and the Helping Professions: A User's Guide*. Palgrave Macmillan, Basingstoke.

⁹ O'Connor J. and Lages, A. (2004). *Coaching with NLP*. Harper Collins.

TOP TIPS



- Role model self-coaching and the [Seven Values of an AP](#) so that your colleagues start to do this themselves.
- Use powerful questions in a range of contexts, such as in a meeting “What is the most important thing to focus on here?” or “What if we did nothing at all, what would happen?” Challenge your colleagues’ thinking and help them develop their Critical Dialogue skills.

TOP TIPS



- Use multiple methods of self-analysis that require you to consistently critique your own skills and practice.
- Make the awareness of the influence of personal bias central to the dialogues and conversations you have with yourself and others.

1.5 EVALUATION OF YOUR COACHING EFFECTIVENESS

Reflection-in-action is a critical part of every AP’s personal continuous development. It is important to keep a log and/or a diary to record things after each support session. You should reflect on:

- your thinking before the conversation
- your thinking and inner dialogue during the session
- your thoughts after the conversation
- your perceptions of any differences in your reflections when you are working with different colleagues. Do you think or act differently with different people at different times in the working relationship? Why is this?

In this way a reflective self-analysis can be built up over time. This can also be used in any coaching and/or mentoring support activity that takes place between yourself and another AP or line manager.

Development activity

Use the following framework of questions to help build your own awareness and understanding of the effectiveness and impact of the conversations you are having with colleagues.¹⁰

- Was there a logical pattern of development to the conversation?
- Were we exploring issues from multiple perspectives?
- Who was doing most of the talking/coming up with ideas/adding value to the dialogue (conversation)?
- Was the pace, tone and pitch adequately varied in keeping with the conversation mood?
- Were both parties engaged in the conversation?

FURTHER RESOURCES



Lancer, N., Clutterbuck, D. and Megginson, D. (2016) *Techniques for Coaching and Mentoring*. Second Edition. Routledge

Marchel, C. (2007) – *Learning to Talk/Talking to Learn: Teaching Critical Dialogue*. Teaching Educational Psychology, Vol. 2.1.

Mohammed, R. *Critical Incident Analysis: Reflections of a Teacher Educator*. Researcher in Teacher Education Vol. 6. No 1. May 2016.

Peters, J. (1991) “*Strategies for Reflective Practice*.” In *Professional Development for Educators of Adults*. New Directions for Adult and Continuing Education no. 51. Edited by R. Brockett. San Francisco: Jossey-Bass, Fall

Rolfe, G., Freshwater, D. and Jasper, M. (2001) *Critical Reflection for Nursing and the Helping Professions: A User’s Guide*. Palgrave Macmillan, Basingstoke.

Schein, E. (1993) *On Dialogue, Culture, and Organizational Learning*. Organizational Dynamics. Vol. 22 Issue 2

Whitmore, J. (2017) *Coaching for Performance, The Principles and Practice of Coaching and Leadership*. Fifth Edition. Nicholas Brealey.

WEBLINKS

Active Learning Self-Assessment (Adult Learning CPD): <https://www.excellencegateway.org.uk/content/etf1493>

Teaching and Learning Coaching CPD Pack for Offender Learning: <https://www.excellencegateway.org.uk/content/etf2041>

Excellence in Teaching, Learning and Assessment: <https://www.excellencegateway.org.uk/content/etf2257>

Starting points – Planning for Progress: <https://www.excellencegateway.org.uk/content/etf2843>

¹⁰ NLancer, N., Clutterbuck, D., and Megginson, D. (2016) *Techniques for Coaching and Mentoring*, Second Edition. Routledge.

Chapter 2: Using coaching principles in mentoring

REFLECTIVE QUESTIONS:



- When you are supporting colleagues, how do you ensure you give individuals time and space to reflect?
- How do you avoid colleagues just looking to you for solutions and answers rather than finding these themselves?
- What skills, knowledge and experience do you have that you find helps others when it is shared with them?

2.1 THE THREE-STAGE MENTORING MODEL

In the Guide, '[Using Coaching and Mentoring to Support Colleagues](#)', we explored some of the models used in coaching and also identified some of the key differences between coaching and mentoring. In this chapter we will explore mentoring in more detail. The difference between mentoring and coaching is not clear cut, however one key difference between mentoring and coaching is that when you are mentoring, you are directly sharing your expertise and knowledge with colleagues, as well as using your skills to help them develop themselves. You are more directive, providing advice and guidance and offering solutions to issues and problems.

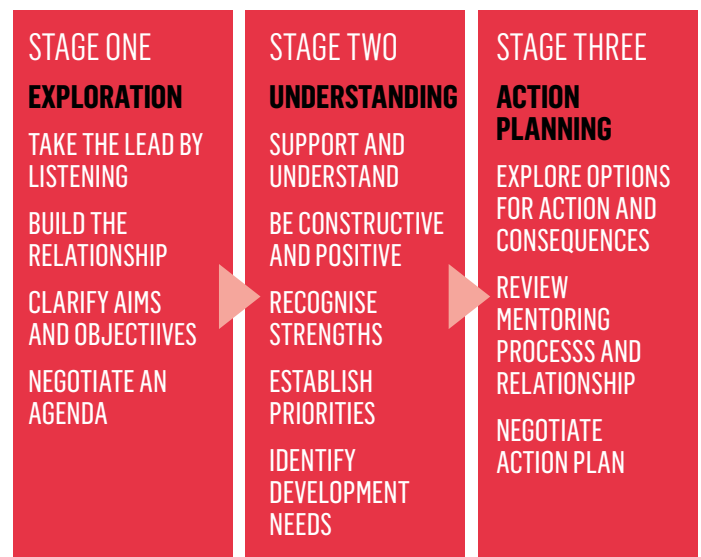
'Mentoring involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board and encouraging.'¹¹

It is likely you have become an AP because you have recognised skills and competencies that will support the improvement of others. When you are coaching you will be using questioning and listening skills to help colleagues develop themselves. When you are mentoring, you will still be using those skills but additionally, you will be providing advice and potentially demonstrating what best practice looks like.

THE THREE-STAGE MENTORING MODEL

This three-stage model (see Figure 2 below) is adapted from the 'skilled helper model'¹² and is a useful framework to help you keep your mentoring on track.

FIGURE 2: THREE-STAGE MENTORING MODEL



A mentoring discussion may focus on one key situation during an individual session – and in this case you may well use the model only once and in sequence. In other cases where a mentee has a number of issues you may find that you work through the model multiple times to explore different topics. Alternatively, when the situation or issue is complex a mentee may want to discuss a single topic over several meetings and you will use the three stages each time you meet.



¹¹ Megginson, D., Clutterbuck, D., Garvey, B., Stokes, P., (2006) *Mentoring in Action*, 2nd Edition, Kogan Page Ltd.

¹² Egan, G. (2007). *The Skilled Helper*. 8th Edition. Thompson Brooks/Cole.

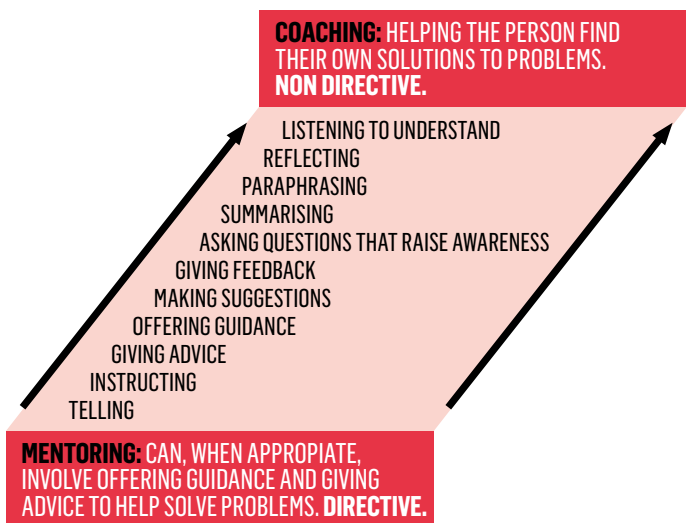
2.2 THE AP AS A COACH AND THE AP AS A MENTOR

One of the challenges for you as an AP is to establish a clear understanding across the organisation of what the role entails, what is expected of you and what you can realistically achieve with the resources available at an individual, team and organisational level. One of the key areas of potential conflict is the different perceptions of the AP role within an organisation where some will see the **AP as a coach** and others will see the **AP as a mentor**.

'Confusion surrounds the role of the mentor and coach, given the broad and sometimes conflicting definitions attributed to mentoring and coaching. This prohibits practitioners communicating clearly about their role and whether it is suitable to the needs of the client.'¹³

It is important for you to establish, initially with the senior leadership team within the organisation and then with the people you are going to be working with, what approach is best and the parameters of the AP role. In general, a coach is non-directive, is future orientated and focuses on helping the coachee to become more aware of their own ability to find solutions to issues and challenges. A mentor is more directive and shares expertise and experience to help the mentee grow and develop. The diagram below identifies approaches which can be used on the journey between coaching and mentoring.

FIGURE 3: THE CONTINUUM OF PROFESSIONAL SUPPORT

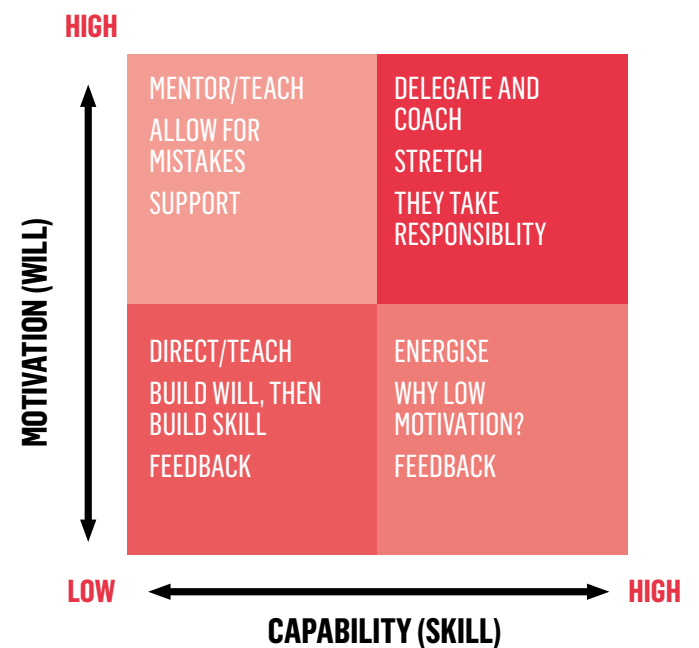


Source: <http://www.gtcs.org.uk/professional-update/coaching-and-mentoring.aspx>

2.3 KNOWING WHEN TO COACH AND WHEN TO MENTOR – THE SKILL/WILL MATRIX

The Skill/Will matrix (see Figure 4 below) is a performance improvement tool set out in the “The Tao of Coaching”.¹⁴ It is used to determine what is the best development approach for a given colleague, based on two metrics: their level of capability/skill and their level of motivation/will.

FIGURE 4: THE SKILLS/WILL MATRIX



The key aim of the matrix is to help you identify which approach will be more effective with the different people you are helping to develop. Use the Skill/Will matrix to plot where you feel people currently sit.



¹³ Salter, T. (2013) *A Comparison of Mentor and Coach Approaches Across Disciplines*. eTheses. <https://radar.brookes.ac.uk/radar/items/979af821-e1bc-46a3-b483-46af399bb103/1/>

¹⁴ Source: Adapted from Landsberg, M. (2003). *The Tao of Coaching: Boost Your Effectiveness at Work by Inspiring and Developing Those Around You*. HarperCollins.

Development activity: using the Skill/Will matrix

Draw out a blank Skill/Will grid on a sheet of paper.

- Think about each person you are working with and plot them on the grid.
- Think about their “direction of travel” as well as their current position. Is that person becoming more skilled/motivated? Less skilled/motivated?
- Challenge yourself: do you really know how motivated each person is feeling?
- Think about those people in the top right (high motivation/ high capability). Are they being given opportunities for further development? Could you encourage them to coach and mentor others, lead professional development sessions for colleagues and team teach with colleagues?
- Think about the people you've placed in the top left (high motivation/ low capability). Can you use mentoring to help them build their skills? Are they getting the right kind of development opportunities so they can become more skilled? Could you use any of the following to support their development: shadowing of experienced teachers, co-planning or co-teaching, attending short or online courses?
- How can you re-engage and re-energise those colleagues you have placed in the bottom right (high capability/low motivation)? Are they getting enough supervision and feedback to maintain their motivation? Use your coaching skills to really understand their situation and context, don't assume anything. Do they need a new challenge? Could they learn to coach and mentor others?
- Consider who you can work with, at a management level, to help you if you encounter colleagues who sit in the bottom left box (low motivation/low skill). Often people in this quadrant need more than can be provided by an AP, they may have issues that coaching and mentoring cannot solve. This then becomes a concern for management which extends beyond your function as an AP.
- Are the people in the bottom two boxes (low motivation/low capability) having a negative effect on others? How can you contain this?
- Who else is supporting you in your AP role? For example, is there a training gap that needs to be addressed by HR or a professional development gap that could be addressed by the line manager?



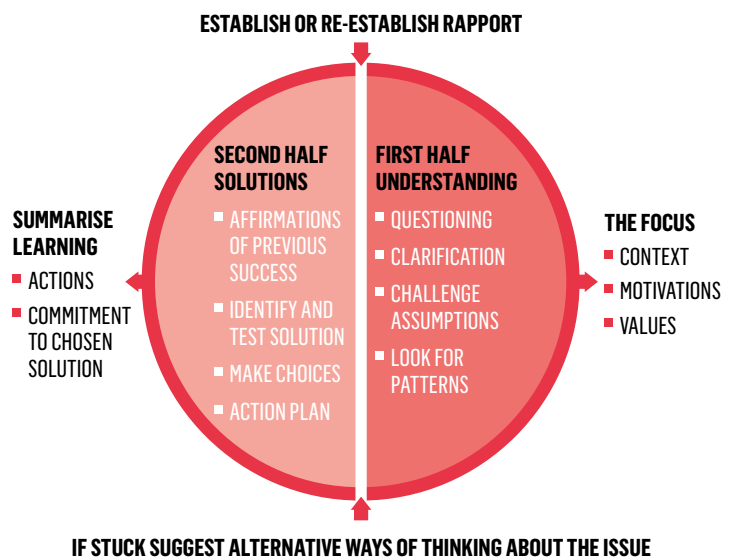
TOP TIPS

- Whilst it does not matter what you call the support you provide, you need to know whether you are going to be a coach or a mentor (or a bit of both in a lot of conversations).
- Don't assume that it will be a coaching (or a mentoring session), use your exploration stage at the start of the conversation, to ascertain what is needed.

2.4 THE ECLECTIC MENTOR AND COACH

In Clutterbuck's initial research on mentoring¹⁵, he highlighted certain key factors that made some mentors more effective than others. After establishing or re-establishing rapport, they embarked on the mentoring conversation in two halves (see Figure 5).

FIGURE 5: THE STRUCTURE OF AN EFFECTIVE MENTORING CONVERSATION



In the first half of the conversation the mentor focused on improving the understanding and awareness on both sides, the mentor's and the mentee's. This was achieved through **effective questioning for understanding and clarification, challenging assumptions** and looking for **patterns**. The conversation focused on context, motivations and values.

¹⁵ Clutterbuck, D. (2012) The Liberated Coach. <https://www.davidclutterbuckpartnership.com/the-liberated-coach/>

The mentor did not at this stage use their experience and wisdom, rather they ensured that the mentee did not miss anything important. Only if the mentee was truly stuck or not in a good place did they directly suggest alternative ways of thinking about the issue. The mentor then summarised the conversation to this point and got the mentee to challenge the summary.

The second half of the conversation focused on moving from **understanding to solutions** mode. Effective mentors used affirmations of previous success to reinforce a positive mindset and help the mentee to move to finding a solution. They helped the mentee identify and test alternative solutions, make choices and then set an action plan in place for implementation. Finally, they encouraged the mentee to summarise their learning, what they were going to do and their level of commitment to the chosen solution.

Clutterbuck went on to identify that this structure can sound like a coaching conversation. He notes that, 'it's because at the practical level, developmental coaching and mentoring have a great deal in common'. As a model of the coaching conversation, the process described here is much less mechanistic than GROW or its derivatives. In particular, it lends itself to an eclectic approach.

By this, Clutterbuck meant that effective APs need to develop an intelligent, sensitive ability to select a broad approach and within that approach use appropriate tools and techniques, which meet the needs of a particular mentee/coachee at a particular time. He identifies four phases which are common to all developmental conversations.

- 1. Preparation:** initially this is just about whether both sides are ready for the session. This provides clarity as to what will help the mentee/coachee as well as identifying how the coach/mentor can engage them fully from the moment they meet. Be as open as possible.
- 2. Understanding:** this element of the conversation is all about building mutual understanding of the issue and avoiding jumping to a solution-focus (which is often very strong and distracting) until that understanding has been achieved.

3. 'Solutioneering': What does our understanding of the issue tell us about possible sources of solutions? What does our mutual understanding of emotions and values tell us about the criteria that will help individuals to make choices they can feel comfortable with and commit to? How sustainable do they need this solution to be?

4. Reflective debriefing: For example, you might use the four "I"s. **Issues** (what topics did we cover?); **ideas** (what creative thinking occurred?); **insights** (what did we learn?) and **intentions** (what will we do as a result of our learning dialogue?).

'I have observed in conversations with a number of truly great coaches that they all seem to share a fascination with and joy in the process of becoming eclectic. If I were to encapsulate this in my own experience, I would use the word "wonderment". I know that, should I ever lose my sense of wonderment, of excitement at what may lie behind the next door of knowledge, I should be much less of a coach than I would wish. And I would feel far less liberated in the coaching and supervision I do.'¹⁶

TOP TIPS



- Develop an approach that works for you and the colleague you are working with/supporting.
- A structure is only a guide. Be prepared to be flexible.
- Frequently try out new ideas and approaches in your practice and then jointly reflect as to how effective they were.

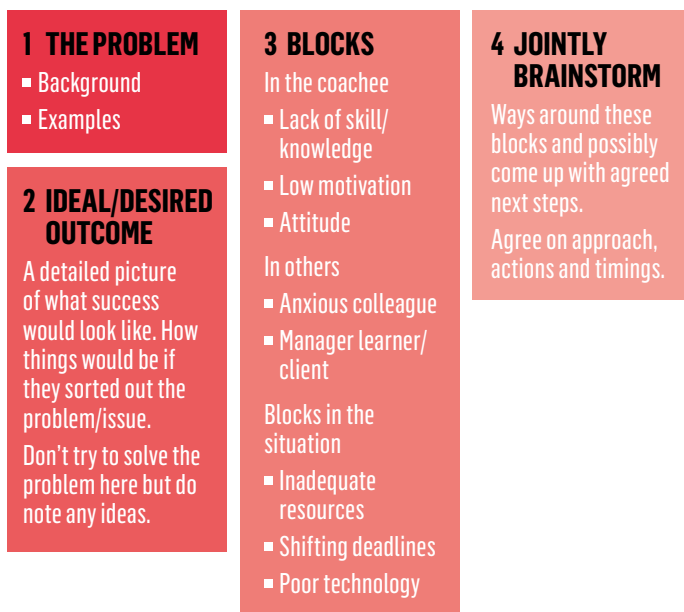
2.5 'INSTANT PAYOFF'

Sometimes, in your role as an AP, you don't have time for a full coaching or mentoring session. Max Landsberg developed an approach that he called, '**instant payoff coaching**'¹⁷ (see Figure 6 on page 14). The approach combines elements of both mentoring and coaching and can, in a very short time, help a colleague become unstuck and aware of the situation, the problem and how it can possibly be resolved.

¹⁶ Clutterbuck, D. (2012) *The Liberated Coach* <https://www.davidclutterbuckpartnership.com/the-liberated-coach/>

¹⁷ Landsberg, M. (2003), *The Tao of Coaching: Boost Your Effectiveness at Work by Inspiring and Developing Those Around You*. HarperCollins.

FIGURE 6: INSTANT PAYOFF COACHING



A colleague comes to you and asks for your help solving a problem. When you only have five minutes and still want to help someone to complete a task at hand try using the following process:

1. Ask the colleague to describe the current **problem or issue**, with specific examples and a small amount of relevant background.
2. Ask the colleague to describe the **desired outcome they are seeking**. Encourage them to set out the 'future perfect' (an **ideal outcome**): how things will look when it's sorted. It is important here not to jump straight to solutions, this is not the point when the solution is to be found.
3. Encourage the colleague to list all the **blocks and obstacles** that keep them from achieving the goal and sort them into three groups:
 - blocks that exist in **themselves**
 - blocks that exist in **others**
 - blocks in the **situation**.
4. **Jointly brainstorm** ways around these blocks, and possible next steps. Agree an approach, actions and timing.

Note that stages one and two are more coaching and stages three and four are more mentoring (you are bringing your experience to the conversation here). Step four is the same for both, in that actions and timings need to be agreed at the end.

FURTHER RESOURCES



Egan, G. (2007). *The Skilled Helper*. 8th Edition. Thompson Brooks/Cole.

Meggison, D., Clutterbuck, D., Garvey, B., Stokes, P., (2006) *Mentoring in Action*. 2nd Edition. Kogan Page Ltd.

Landsberg, M. (2003). *The Tao of Coaching: Boost Your Effectiveness at Work by Inspiring and Developing Those Around You*. Harper Collins.

WEBLINKS

Clutterbuck, D. (2012) The Liberated Coach: <https://www.davidclutterbuckpartnership.com/the-liberated-coach/>

Salter, T. (2013) A comparison of mentor and coach approaches across disciplines. eTheses: <https://radar.brookes.ac.uk/radar/items/979af821-e1bc-46a3-b483-46af399bb103/1/>

Coaching and Mentoring Functional Map: <https://www.excellencegateway.org.uk/content/import-msword17345>

Introduction to Mentoring Programme (SET online learning): <https://set.et-foundation.co.uk/professionalism/resources-and-webinars/mentoring-programme-live/>

Mentoring Guidance (Excellence Gateway): <https://www.excellencegateway.org.uk/content/import-pdf17463>

Proforma of a Mentoring Log: <https://www.excellencegateway.org.uk/content/import-msword17430>

Sample Mentoring Contract: <https://www.excellencegateway.org.uk/content/import-msword17439>

The Initial Mentor Meeting Checklist: <https://www.excellencegateway.org.uk/content/import-pdf17442>

Chapter 3: Providing developmental feedback

REFLECTIVE QUESTIONS:



- What was the most effective feedback you have given to a colleague in the last few months? How did you give it and how was it received?
- How do you ensure that negative feedback still produces positive outcomes?
- How do you know that the feedback you have provided has had an impact on performance?
- How do you manage emotional responses to feedback from colleagues?
- In a busy working environment how do you ensure the feedback you provide is timely?

PROTOCOLS FOR GIVING FEEDBACK

- Feedback must always meet the needs of the individual and be delivered to improve on the current situation.
- Provide feedback about the behaviour not the person. 'Say what you see'.
- Be specific, avoid generalities that may be of limited use.
- Be realistic, focus on what can be changed and/or improved.
- Be timely, make sure you are prompt, delayed feedback often results in a negative mindset in the recipient (this is a natural response).
- Offer continuing support and follow up. Having given feedback, you need to facilitate on-going conversation as well as affording time to the recipient to ask questions and clarification.

As an AP you will be required to both deliver and receive feedback. When you are mentoring, and sometimes in a coaching session, giving effective feedback is invaluable. It has been identified that feedback is among the most critical influencers on learning and performance improvement, but this impact can be either positive or negative.¹⁸

In your role, feedback will be most effective when you are challenging or supporting colleagues with their application of theories, ideas and performance. The feedback you provide should then lead to the development of more efficient and effective strategies and actions or the further embedding of good practice.

3.1 FEEDBACK TO SUPPORT LEARNING THROUGH MENTORING AND COACHING

Ensure that engagement with feedback is actively promoted through an ongoing dialogue between yourself as an AP and the colleagues you are working with. The process should help colleagues improve their future performance as well as to reflect on work that has already been undertaken. It needs to be timely – it is no good giving feedback (either positive or critical) a long time after an event. Feedback should be consistent and delivered in a fair and supportive fashion, whether in a formal or informal situation.



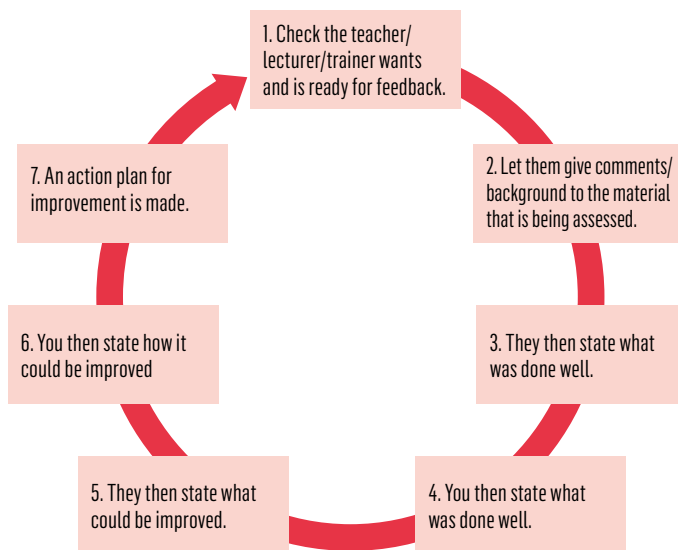
¹⁸ Hattie, J. and Timperley, H. (2007) *The Power of Feedback*. Review of Educational Research. Vol. 77, No.1 pp. 81-112.

¹⁹ Pendleton et al. (1984) *The Consultation: An Approach to Learning and Teaching*, Oxford General Practice.

PENDLETON'S RULES

A common model for giving feedback which is used extensively in the Health Sector was developed by Pendleton¹⁹ (see Figure 7 below). As an AP you might use this model when giving feedback to colleagues as part of a learning walk or a peer-to-peer observation. The model provides a structure to the conversation, although care needs to be taken to avoid it becoming too rigid a framework. When giving feedback it is important that you facilitate an interactive approach that is collaborative and helps your colleague take responsibility for their own learning.

FIGURE 7: PENDLETON'S MODEL FOR GIVING FEEDBACK



THE SITUATION – BEHAVIOUR – IMPACT (SBI) FRAMEWORK

Developed by The Centre for Creative Leadership, the SBI Feedback Tool²⁰ outlines a simple structure that you can use to formulate and give feedback.

- **Situation:** describe it and then be specific about when and where it occurred.
- **Behaviour:** describe the observable behaviour (don't assume you know what the other person is thinking). Be aware of factors that might influence your perceptions of the behaviour, be that the colleague's, traits, emotions and abilities or the external situation.
- **Impact:** Describe your perceptions of the impacts of the behaviour (be as specific as possible).

When you structure feedback in this way, your colleagues will understand precisely what you are commenting on and why. And when you outline the impact of their behaviour on others, you're giving them the chance to reflect on their actions and think about what they need to change. The tool also helps you to avoid making assumptions that could upset the other person and damage your relationship with them.

3.2 GIVING FEEDBACK IN THE WIDER ROLE OF THE AP

GIVING NEGATIVE FEEDBACK

One of the challenges you will face as an AP is giving colleagues negative feedback. Not everyone takes negative feedback well and it has been shown that some of the people who don't take negative feedback well (or even just ignore it) could be your 'stars' (colleagues who consistently perform to a high standard).²¹

It is important from the outset to make it clear that feedback is a tool to support change, not a punishment or a personal attack. If you have to give negative feedback to any of your colleagues, there are some straightforward guidelines that you can follow:

- Make sure the feedback is timely.
- Recognise that colleagues may react emotionally, give them space but don't let them take you away from the key message. Manage your emotions.
- Make sure your feedback is specific and based on facts.
- Put the feedback into context. Set out the impacts of the behaviour you are trying to change (on you, the team and possibly the organisation).
- Set out performance expectations.
- Give them time to test out the feedback with others but plan to review in a timely fashion.

²⁰ Gentry, W. and Young, S. (2017) *Busting Myths About Feedback: What leaders should know*. White Paper. Centre for Creative Leadership.

²¹ Argyris, C. (1999) *Teaching Smart People How to Learn*. Harvard Business Review. May-June Issue.

SOME FEEDBACK STRATEGIES

Strategy one: Agree protocols for the feedback discussion at the outset. For example: "I am going to set out the feedback in a short (no more than sixty seconds) statement that sets out my view of the situation; I want you to listen fully and not speak until I have finished; then after hearing my feedback I would like you to take a little time to think about it (you may need more time which can be arranged) and then respond to the feedback you have heard; we will then work together to agree on the real issue/s and identify actions we can take to improve on the current situation."²²

Strategy two: Use case studies and scenarios if the person is ignoring your feedback. Sometimes discussing it in the third person can help your colleague understand their behaviour and the need to change that behaviour. The Excellence Gateway has a number of case studies that you may want to use to help you with this.²³ For example: 'The OTLA case study of an operational project using peer and virtual observations led by ELATT'.²⁴ This explores the use of video in peer observation to support the provision of improvement feedback.

Strategy three: Use 'affirmations' to reinforce the positives that can be built on to help move your colleague forward. For example: "What I heard from your story was how you dealt with that struggling learner in a really supportive way, how did this really help them move on?" "You really seemed to control your emotions there in what could have been a very challenging situation, what strategies did you use to help you with this?"

Strategy four: Use different types of feedback. In our teaching role we use both formative (how you could improve) and summative (what you did and what you now need to change). Consider how you could use both of these approaches to support giving your colleague the best possible developmental and improvement feedback. Also think of the media you use: face-to-face, e-mail, phone, text, other written documentation (such as reviews). Which suit the context, and which will your colleague respond best to?

Strategy five: Use powerful coaching questions to help you explore with your colleague the feedback that they have just been given and support them to identify the actions they are going to take forward.

Development activities

- Practise using affirmations and building on the positives. Ask a colleague to describe a situation where they were performing at their best or when something they were trying went really well. Listen to their story and ask questions to extend both your understanding and their understanding of what happened, what they did and what the end result was. Identify from this story some positive skills, traits, behaviours or actions that have been demonstrated and feed these back to your colleague (affirming the positives). Finally, work together to set out how you can build on these positives.
- Try another feedback strategy. For example, you could agree protocols before your next feedback session or you could identify a case study to use with a colleague or team you are working with to help develop their understanding and awareness of a particular situation. If you feel that your feedback is not as effective as it could be try giving it in a different way or through the use of a different media. Have a go at developing different questions you could ask that will help colleagues better understand the feedback they have been given and use that feedback to improve.

UPWARDS FEEDBACK

As an AP you will sometimes have to give feedback to your manager and this feedback may not always be what they want to hear. If you do want to influence their thinking you need to know them well, how they like to receive information and in what format. You also need to know how your role fits in with the achievement of their role in the organisation. It is not always easy 'talking truth to power' especially if the person concerned is overly forceful and operates in an autocratic leadership style. Here are a couple of opening statements²⁵ that might help you start the conversation:

- "I don't usually bring you this kind of information and it's a little hard for me to tell you this, so please be patient while I'm explaining it."
 - "I have something to tell you, and I know that you'll appreciate my telling you once you've heard about it."
- It also helps to know what their style is, the way they

²² This approach is adapted from: Scott, S (2004) *Fierce Conversations, Achieving Success at work & in Life, One Conversation at a Time*. Berkley Books.

²³ <https://improving-teaching.excellencegateway.org.uk/vocabulary/EGresourcetype/Case%20study>

²⁴ <https://improving-teaching.excellencegateway.org.uk/content/etf2175>

²⁵ <https://lizkislik.com/speaking-truth-to-power-part-v-when-youre-ready-to-lay-it-on-the-line/>

make decisions and how they tend to communicate. Make sure you manage your own emotions, providing both support and challenge in equal measure.²⁶ Don't be afraid to challenge where you feel it is needed as long as you balance this by being a positive team member, supporting others through your actions and modelling the behaviours you are all trying to embed into the organisation.

PEER-TO-PEER FEEDBACK (REVIEWS)

In many educational establishments peer-to-peer reviews take place both formally and informally, such as through learning walks, peer observations, 'open door' sessions, teaching triangles and team teaching. They are designed to help colleagues develop their personal and professional skills. The goal of a peer review is to provide a clear picture of the performance of a team or individual from the inside, based on a relationship of equals.

Giving feedback to your peers is not always easy and there are certain tools and approaches you can use as an AP to ensure that the feedback is actionable, helpful and comfortable (but still challenging).

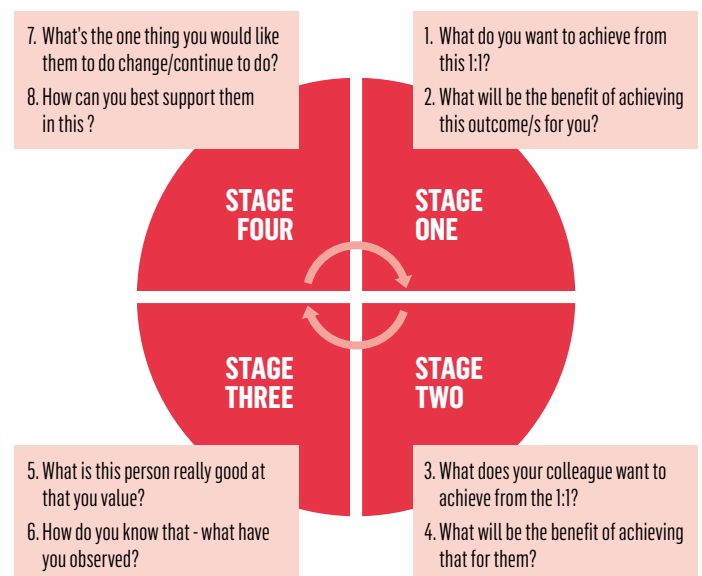
- From the outset set the ground rule of assuming 'good intent'.
- As with coaching and mentoring, peer feedback needs to be reviewed regularly, it should not be seen as a sporadic negative event. This also applies to peer learning walks where they become part of the everyday improvement actions of a team rather than something happening at a specific time and place.
- Make sure you are prepared. What are you trying to improve? Consider what else you have seen that you could share.
- Encourage a 'growth mindset'. Instead of focusing on things your colleague didn't accomplish, give them feedback about how the skills they're developing contribute to the bigger picture of the team's professional success.
- Finally use technology where appropriate. One example of this is the use of videos to support peer observation conversations.²⁷

EFFECTIVE ONE-TO-ONES

An effective way for APs to support colleagues is to conduct regular one-to-ones with them. Some APs may think that they do not have the time for this, but they don't have to be for a long duration, just a quick catch up over a cup of tea works well.

It is already recognised that regular reviews, ongoing feedback and continued focus on development improve employee performance.²⁸ And, with a regular one-to-one meeting you will be able to support ongoing improvement, rather than it being seen as an annual review event. The process outlined below can help you prepare for a one-to-one, especially if it is part of the formal improvement process that all staff are expected to engage in.

FIGURE 8: PROCESS FOR PREPARING FOR A ONE-TO-ONE



²⁶ Chaleff, I. (2009) *The Courageous Follower* (3rd ed.). Berrett – Koehler. San Francisco.

²⁷ Marsh, B. (2018) *Teachers Supporting Teachers in Professional Learning and the Development of Classroom Practice: The Use of Video Mediated Peer Coaching*. A Research Working Paper. Collective ED Issue 3 April pp26-32.

²⁸ CIPD Research Report (2016) *Could do better? Assessing What Works in Performance Management*.

TOP TIPS



- Encourage peer-to-peer feedback. You may not always be available to observe practice yourself.
- Always check to see whether the feedback has had an impact on the colleague's practice.
- Remember if the feedback has not had an impact - redirect. If it has had an impact - reinforce with more positive feedback.



FURTHER RESOURCES



Argyris, C. (1999) *Teaching Smart People How to Learn*. Harvard Business Review. May-June Issue.

CIPD Research Report (2016) *Could Do Better? Assessing What Works in Performance Management*.

Chaleff, I. (2009) *The Courageous Follower* (3rd ed.). Berrett-Koehler. San Francisco.

Gentry, W. and Young, S. (2017) *Busting Myths About Feedback: What Leaders Should Know*. White Paper. Centre for Creative Leadership.

Hattie, J. and Timperley, H. (2007) *The Power of Feedback*. Review of Educational Research. Vol 77, No.1 pp. 81-112.

Marsh, B. (2018) *Teachers Supporting Teachers in Professional Learning and the Development of Classroom Practice: The Use of Video Mediated Peer Coaching*. A Research Working Paper. Collective ED Issue 3 April pp. 26-32.

Pendleton et al. (1984) *The Consultation: An Approach to Learning and Teaching*. Oxford General Practice.

Scott, S (2004) *Fierce Conversations, Achieving Success at Work and In Life, One Conversation at a Time*. Berkley Books.

WEBLINKS

ACAS Challenging Conversations and How to Manage Them: <http://www.acas.org.uk/media/pdf/f/b/Challenging-conversations-and-how-to-manage-them.pdf>

Additional Learning Feedback Module from the NHS: <https://faculty.londondeanery.ac.uk/e-learning/feedback/giving-feedback>

University of Sheffield, Learning and Teaching Services, Feedback and Assessment: <https://www.sheffield.ac.uk/lets/toolkit/f-a/1.209066>

Giving Feedback as a Coach, CMI Checklist: <https://www.managers.org.uk/~media/Files/Campus%20CMI/Checklists%20First%20Job/Giving%20feedback%20as%20a%20coach.ashx>

Heen, S. (2015) How to Use Others' Feedback to Learn and Grow, Ted Talks: https://www.youtube.com/watch?v=FQNbaKkYk_Q

LSIS 1 to1 Coaching Guide: <https://www.excellencegateway.org.uk/content/eg2052>

Talking Truth to Power: http://www.therightconversation.co.uk/pdfs/Being_silenced_and_silencing_others.pdf

Chapter 4: Handling change

REFLECTIVE QUESTIONS:



- What personal strategies do you use to help you cope with all the changes that are currently happening in the Further Education and Training sector?
- In your role as an AP how do you help colleagues cope with these changes?
- What do you think are the attributes that make an AP a great role-model?
- How proficient are you at encouraging and then supporting colleagues to try out something new and different?

4.1 THE RESILIENT AP

As an AP you will be facilitating a range of changes, supporting the implementation of new ideas and approaches to drive improvements in teaching, learning and assessment. You will be, wherever possible, modelling positive behaviours and will need to demonstrate resilience in some contexts as you support others through the change process.

'Resilience is being able to bounce back from setbacks and to keep going in the face of tough demands and difficult circumstances, including the enduring strength that builds from coping well with challenging or stressful events.'²⁹

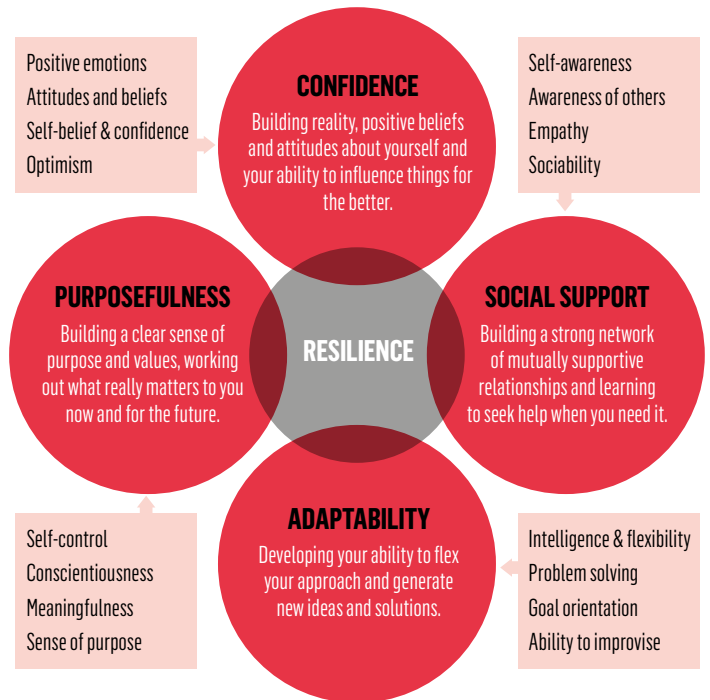
If, as an AP, you are not resilient then it will be very difficult for you to support resilience in others in your organisation. In the rapidly changing world of further education and training, resilience across all personnel is becoming a key skill/competence for coping with the challenges that we face. Resilience is also important for learners, in their studies and in the increasingly changing workplaces they will encounter.

Cooper *et al.* (2013) cite four key 'personal resilience resources':

- confidence
- social support
- adaptability
- purposefulness.

Each of these resources is explained in more detail in the diagram below and can each be developed to help build personal resilience.

FIGURE 9: THE FOUR PERSONAL RESILIENCE RESOURCES



Development activities

Use the following activities to help build your own resilience and that of others.

Activity one:

Use the following grid³⁰ to help you and your colleagues think about strategies for improving resilience across the organisation.

| | |
|--|---|
| When do you find it hardest to be resilient? | What are your strategies to improve your personal resilience? |
| When do your colleagues find it hardest to be resilient? | What are your strategies to improve your colleagues' resilience? |
| When do learners find it hardest to be resilient? | What are your strategies to support learners to improve their resilience? |

²⁹ Cooper, C., Flint-Taylor, J. and Pearn, M. (2013) *Building Resilience for Success, A Resource for Managers and Organizations*. Palgrave Macmillan p. 41.

³⁰ Source: Morris, B. *Developing Resilient Leaders Training Programme*.

Activity two:

Having undertaken the first activity, scan the list below and see which you have in place and which you could do more of. Identify one small action you could take to help achieve this.

| Resilience development | I/We do this Yes/No/ Maybe | Actions – new or build on existing positives |
|---|----------------------------|--|
| Be aware of your natural strengths and use them together with positive affirmations with colleagues to help them be aware of their natural strengths. | | |
| Develop your emotional intelligence: engage in social activities and build relationships, express gratitude and appreciation. | | |
| Build your support network: as an AP you have a great opportunity to help build your network and to facilitate networks across the organisation, map and strengthen your social networks. | | |
| Turn goals into action: realistic goal-setting (SMART), create rituals (the things that turn wishful thinking into regular habits), get support to make the changes stick. | | |
| Look after yourself: try to keep as healthy as possible. | | |
| Develop a positive mindset: turn negatives into positives: reframe things, don't let one negative thing influence all your perceptions, dispute pessimistic assumptions. | | |
| Use reflection: celebrate successes and learn from both positive and negative situations. | | |
| Develop your coping strategies: learn from your mistakes, take risks (and support others to take risks), be creative, learn new skills. | | |



TOP TIPS

- Identify a personal resilience target for the next three months using one or more of Cooper's four resilience factors.
- Remember that it takes persistence to embed new behaviours into your everyday working life. Start with small steps but embed them into a routine that you do regularly.
- Use the opportunity to hold professional conversations with your colleagues that help build resilience.

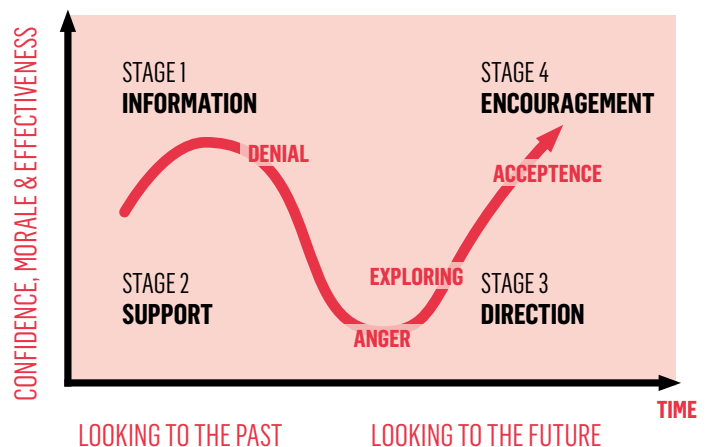
4.2 SUPPORTING EFFECTIVE CHANGE

In the guide '[Facilitating Professional Development and High-Performance through Situated Learning](#),' we explored how the change cycle is used in an organisational context. APs will be helping colleagues with practical ways to negotiate change and, in this role, it is important to understand the emotional stages people are likely to experience.

COACHING AND MENTORING COLLEAGUES THROUGH THE CHANGE CURVE³¹

When people go through change they often go through a series of emotional stages as has been captured in Figure 10. Whilst some of your colleagues will go through the stages themselves, with little support needed, some will need your assistance to help them move on through to acceptance, whilst others may get stuck in one of the earlier stages such as denial and anger.

FIGURE 10: THE CHANGE CURVE



³¹ Source: <http://www.educational-business-articles.com/change-curve/>

TABLE 1: SUPPORTING COLLEAGUES THROUGH THE CHANGE CURVE

| Stage | Typical behaviour | Language you might hear | Suggested response for APs |
|-------------------------|--------------------------------------|--|--|
| 1. Information | Immobilisation Denial | "This isn't really going to happen." "I'll wait and see." | Provide information that you know is accurate and reliable, the approach to use here is to simply listen. Don't be tempted as an AP to jump in and fix it, don't offer solutions, and don't agree with them, just listen. |
| 2. Support | Frustration Anger | "It is all talk." "Why me?" "They don't really know what is going on!" | You need to ensure that your colleague realises that the change is not going to go away. Again, just listen. This can take some time, but you need to let them vent their concerns. Patience is often the key here. |
| 3. Direction | Exploration Experiment Testing | "What am I supposed to do?" "I am not sure of any of this." "What if we do it like this?" | The approach to take here is to start giving pointers and some context around the way things will look. At this stage your colleague will begin testing and exploring what the changes mean and will begin to learn how they must adapt. |
| 4. Encouragement | Acceptance Integration | "It is really not as bad as I thought." "Actually, this is really helping." "I'll share this with colleagues it really works." | Here things begin to get easier. Encourage your colleague to come up with ideas and solutions, and let them know you are supporting them. Your job at this stage is to reinforce the positive and make sure the full acceptance of change is embedded. |

Use the table above to raise your awareness of the types of behaviour you may encounter from colleagues as they move through the change process and to consider how you might support them.

TOP TIPS



- Listen to what your colleagues are saying and doing, as this helps you be aware of where people are in the change curve. You can then adapt your approach accordingly (watch if people are slipping back along the curve).
- Don't take the anger stage personally. It is just a natural reaction to change.

4.3 INFLUENCING FOR ENGAGEMENT IN CHANGE

Much of your AP role will require you to engage with and influence people such as learners, colleagues, peers and managers. Influencing may take the form of gaining support for a new idea, inspiring others to try out new things, persuading other people to become your AP champions or developing networks and relationships. Whatever form it takes, being an excellent influencer will make your role easier.

Truly excellent influencing skills require a healthy combination of **interpersonal, communication, presentation and assertiveness techniques**. It is about adapting and modifying your personal style when you become aware of the effect you are having on other people, while still being true to yourself. Behaviour and attitude change are what's important – not changing who you are or how you feel and think.

Professor Fiona Dent of Ashridge³², identifies two basic influencing styles. **Push** and **Pull**, and within each of these styles there are two sub-styles:

- **Push** – directive and persuasive reasoning.
- **Pull** – collaborative and visionary.

³² Dent, F. *Influencing the Skill for Success*. [http://tools.ashridge.org.uk/website/IC.nsf/wFARATT/Influencing%20-%20the%20skill%20for%20success/\\$file/InfluencingTheSkillForSuccess.pdf](http://tools.ashridge.org.uk/website/IC.nsf/wFARATT/Influencing%20-%20the%20skill%20for%20success/$file/InfluencingTheSkillForSuccess.pdf)

Each of these styles has specific features, benefits and downsides (see Table 2 below). Research has shown that the most popular style used today is collaborative and the least popular is directive. However, each style matters and is appropriate in different situations and with different people. A truly effective influencer will diagnose the situation and the needs of the people involved and adopt the appropriate style.

TABLE 2: WHEN TO USE PUSH AND PULL INFLUENCING STYLES: POSITIVES AND NEGATIVES

| Directive (PUSH) | Collaborative (PULL) |
|--|---|
| <p>This is where the AP needs to assert their own views and ideas and expects others to follow. This style is most appropriate when:</p> <ul style="list-style-type: none"> You are an expert. You require very speedy action. You are working with new or inexperienced staff. It is a safety, security or time deadline issue. <p>When used ineffectively, your colleagues may judge you to be a bit of a 'bull in a china shop'.</p> | <p>This is a team-oriented style where the AP aims to involve others who will offer views and ideas about the issue. This style is most appropriate when:</p> <ul style="list-style-type: none"> You require commitment from others. You want innovative ideas from others. Your issue has no clear answer. <p>If this style is overused or used ineffectively you may be regarded as inconsistent and indecisive.</p> |
| Persuasive reasoning (PUSH) | Visionary (PULL) |
| <p>This is an issue-driven style where the AP wants others to buy into their ideas by presenting them in an even-handed, logical, rational and objective way. This is most appropriate when:</p> <ul style="list-style-type: none"> Your credibility with others and knowledge about the topic is high. You need to get buy-in to an unpopular decision. There is a 'best' answer and you've done the research to prove it. <p>Overuse or inappropriate use and you may be regarded as an 'autocrat'.</p> | <p>This is a style where the AP has to tap into others' emotions, engage their imagination and help them visualise what could be. This style is most effective when:</p> <ul style="list-style-type: none"> You are at the beginning of a complex change process. You wish to gain people's attention and whet their appetite for future debate. Innovative thinking is required. <p>If used ineffectively or overused, other people may regard you as egocentric or idealistic.</p> |



TOP TIPS

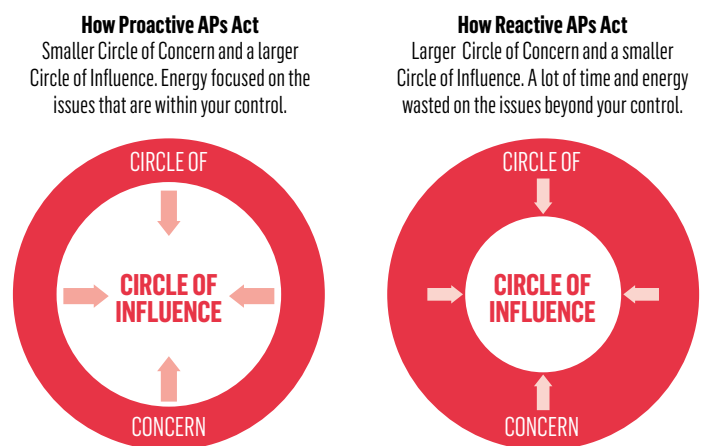
- Be mindful of your influencing style and vary it according to the different people you are working with.
- Recognise the triggers that are driving the behaviours and reactions of others and then consider the best way of responding.
- Work to ensure that the influence you have as an AP is a positive one. Use your successes as a foundation for wider influence.

4.4 CIRCLES OF CONCERN AND CIRCLES OF INFLUENCE

The book '7 Habits of Highly Effective People'³³ identifies the key differences between proactive people (who focus on what they can change) and reactive people (who focus on things beyond their control).

This model is based on two circles (see Figure 11 below). The first is our '**Circle of Concern**' and includes a whole range of things relevant to your AP role: government directives, changes in qualifications, performance demands, reductions in funding, increased workloads, etc. The list will depend on your organisation and its context. The important thing to understand is that there may be little you can do about many of these things since they are outside your '**Circle of Influence**' and the influence of the colleagues you are supporting.

FIGURE 11: CIRCLES OF CONCERN AND CIRCLES OF INFLUENCE



³³ Covey, S. (2013) 7 Habits of Highly Effective People. 25th Anniversary Edition. Rosetta Books.

Whilst senior managers may be able to influence things regionally and, in some cases, nationally, your AP circle of influence will be smaller. It includes the things you can do something about, for example, improving teaching and learning with colleagues and supporting colleagues to cope with challenging situations.

Your time as an AP will probably be limited, so it is important to focus your energy on those things that you can influence – this will enable you to make effective changes. If you adopt this approach you will find that your circle of influence starts to increase, and colleagues will begin to recognise you as a person that 'gets things moving', thus increasing your power. Conversely, if all your energy goes into those things you cannot change, your circle of influence will shrink. Not only will you drain your energy, **colleagues may start to see you as unduly negative and unhelpful.**

| Development activities |
|---|
| <ul style="list-style-type: none"> ▪ Draw out your Circle of Influence and Circle of Concern. Plot the factors that sit in your circles. Identify actions that you could take to ensure your energies are focused on the issues that are within your control. ▪ Pick the first action you are going to start working on and set yourself a strict timescale for taking that action forward. |

4.5 RESISTANCE TO CHANGE

As has already been identified in the [change curve](#) people are often likely to initially resist change. This may be the result of not fully understanding the need for change, not having the capacity and capability to change or just feeling that the change goes against their core beliefs and values. You need to be able to recognise this in your colleagues and to use strategies that engage them in the change helping them through to successful implementation. Coaching and mentoring are key tools in this process.

TABLE 3: IDEAS FOR HANDLING RESISTANCE TO CHANGE

| Contexts and responses to change | Strategies to deploy as an AP |
|---|---|
| If there is general uncertainty: | Effectively communicate and educate through ongoing coaching and mentoring (although this can be time consuming). |
| If colleagues are actively resisting the change: | Try to find ways to involve them in the change process. Through coaching, help them identify the choices they have and what they are going to do. |
| If colleagues just need time to make the changes: | Provide them with facilitation and support, coach and mentor them through their ongoing development |
| If the change may not be beneficial for some colleagues: | Coaching and mentoring will provide them with opportunities to think things through and look for the benefits in the change including how it will improve the current situation. Support them to take small and sometimes iterative steps forward. |
| If the change has to be made and there is little time: | Here you need to be directive and ensure that they have a full understanding of the implications of not making the change. A directive mentoring approach can help here. |

4.6 SUPPORTING COLLEAGUES TO TAKE RISKS

Learning from our mistakes is acknowledged as being an excellent way to learn, provided there is a supportive framework in place to take that learning forward. One of the key attributes of learning organisations is that they acknowledge learning that arises from mistakes (critical incidents) and the role that mentoring and coaching can play in supporting this.³⁴ Therefore, a successful organisation allows people to make mistakes in order to help them learn and provides them with support to ensure that learning is embedded into future practice. Innovation is a key attribute of the sector and in order to innovate successfully you sometimes need to take a risk and try out new approaches that may not always work as well as you would have hoped.

³⁴ Cope, J. and Watts, G. (2000) *Learning by Doing – An Exploration of Experience, Critical Incidents and Reflection in Entrepreneurial Learning. International Journal of Entrepreneurial Behavior & Research*, Vol. 6 Issue: 3, pp.104-124.

Whilst it is important not to take 'wild and impulsive' risks as an AP you should be encouraging colleagues to be aware of '**smart risk taking**'.³⁵ To do this you can:

- Model risk-taking behaviour, trying new things out and having humility if they fail without apportioning any blame.
- See the future now, plan for the future, identify potential scenarios.
- Define smart risks and set limits.
- Identify initially, the best 'risk takers' within your organisation and support them.
- Create a safe environment for risk taking.
- If possible, reward 'smart failures'.

TOP TIPS



- Actively challenge resistance to change and use your skills to help people help themselves through their resistance.
- Create your own AP development plan and use your responses to the reflective questions at the start of this chapter to help inform areas of your AP practice that you would like to strengthen.

FURTHER RESOURCES

Cooper, C., Flint-Taylor, J. and Pearn, M. (2013) *Building Resilience for Success, A Resource for Managers and Organizations*. Palgrave Macmillan p. 41.

Cope, J. and Watts, G. (2000) *Learning by Doing – An Exploration of Experience, Critical Incidents and Reflection in Entrepreneurial Learning*. International Journal of Entrepreneurial Behavior and Research, Vol. 6 Issue: 3, pp.104-124.

Covey, S. (2013) *7 Habits of Highly Effective People*. 25th Anniversary Edition. Rosetta Books.

Morris, B. *Developing Resilient Leaders Training Programme*

Sundheim, D. (2013) *Taking Smart Risks: How Sharp Leaders Win When Stakes are High*. McGraw Hill.

WEBLINKS

Dent, F. Influencing the Skill for Success:
[http://tools.ashridge.org.uk/website/IC.nsf/wFARATT/Influencing%20-%20the%20skill%20for%20success/\\$file/InfluencingTheSkillForSuccess.pdf](http://tools.ashridge.org.uk/website/IC.nsf/wFARATT/Influencing%20-%20the%20skill%20for%20success/$file/InfluencingTheSkillForSuccess.pdf)

Educational Business Articles. The Change Curve – How Do We React To Change?:

<http://www.educational-business-articles.com/change-curve/>

Resilience (including an online self-assessment):
<https://www.robertsoncooper.com/resilience>

³⁵ Sundheim, D. (2013) *Taking Smart Risks: How Sharp Leaders Win When Stakes are High*. McGraw Hill.

Next steps

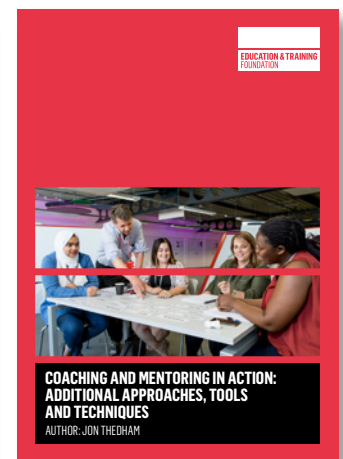
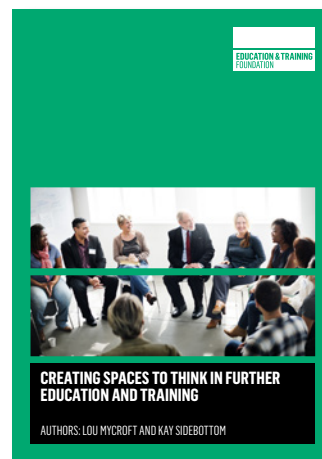
We hope that this guide has enthused you to try out and apply to your own practice some of the practical ideas and approaches that have been explored. We also hope that it has sparked your interest to find out more about the other guides in this suite.

Take a look in particular at '[Using Coaching and Mentoring to Support Colleagues: Core Principles and Techniques](#)' which provides guidance on some basic coaching and mentoring models along with tips on how to build effective coaching relationships through the use of 'contracting', questioning and active listening. In addition, both '[Creating Spaces to Think in Further Education and Training](#),' and '[Facilitating Professional Development and High-Performance Through Situated Learning](#)' are packed full of more ideas as to how you as an AP can enhance the performance of individuals and teams.

Finally, each of the four guides relates strongly to the [Professional Standards for Teachers and Trainers in the Further Education Sector](#) and can be used to evidence, for example, how you as an AP and the colleagues that you are supporting:

- are reflective and enquiring practitioners who think critically about their own educational assumptions, values and practices
- draw on relevant research as part of evidence-based practice.

The Professional Standards are another valuable tool to add to your AP toolkit. You can use them as a benchmark to evidence high quality teaching, learning and assessment as well as effective professional practice. They also provide you with a 'common language' to use in your discussions with managers and colleagues.



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