THE UNIVERSITY COACHING & MENTORING HANDBOOK

July 2017

The 'how to' guide to coaching and mentoring at the University of Wolverhampton

The University Coaching & Mentoring Handbook

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Section

3. Coaching, mentoring and buddying definitions

DEFINITIONS OF COACHING

More traditional views of (on-the-job/performance type) coaching:

'Coaching is the process whereby one individual helps another; to unlock their natural ability; to perform, learn and achieve; to increase awareness of factors which determine performance; to increase their sense of self responsibility and ownership of their performance; to self-coach; to identify and remove internal barriers to achievement.' MacLennan (1999)

'Generally speaking, what coaches do is anchor people to their own internal strengths; they inspire organizations to dream beyond their plans. They apply emotional and intellectual intelligence to the long haul of life and work…coaches must be very special people…They must be able to transcend their own ego needs so that they can help others in unselfish ways. Finally, coaches must be selected and trusted by clients as highly reliable learning resources.' Hudson (1999)

'Coaching is the art of facilitating the performance, learning and development of another.' Downey (2003)

'Unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.' Whitmore (2003)

'Ultimately coaching aims to bring out the best in an individual to enable the team to work better as a whole. The same can be said of business and its leaders.' IoD (2013)

Different types of coaching (taken from the Association for Coaching http://www.associationforcoaching.com/pages/about/coaching-defined):

Personal/Life Coaching – 'A collaborative solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee.'

Executive Coaching - 'As for personal coaching, but it is specifically focused at senior management level where there is an expectation for the coach to feel as comfortable exploring business related topics, as personal development topics with the client in order to improve their personal performance.'

Corporate/Business Coaching - 'As for personal coaching, but the specific remit of a corporate coach is to focus on supporting an employee, either as an individual, as part of a team and/or organization to achieve improved business performance and operational effectiveness.'

Speciality/Niche Coaching - 'As for personal coaching, but the coach is expert in addressing one particular aspect of a person's life e.g. stress, career, or the coach is focused on enhancing a particular section of the population e.g. doctors, youths.'

Group Coaching – 'As for personal coaching, but the coach is working with a number or individuals either to achieve a common goal within the group, or create an environment where individuals can co-coach each other.'

DEFINITIONS OF MENTORING

Mentoring is a slippery concept (Daloz 1986) and as such definitions vary with respect to differing dimensions such as hierarchy, intensity, duration and partnership (Gibson 2004) and according to national and cultural traditions. It also depends on which continent you are mentoring within!

Here are some US definitions:

In the US, mentoring typically takes a sponsorship approach;

'Mentoring is considered to be an interpersonal exchange (often career orientated) between a senior person and a junior, where the mentor will guide, teach, share their experience and wisdom.' O'Brien (2003)

'Mentoring is (the) process whereby one senior individual is available to a junior; to form a non-specified developmental relationship; to seek information from; to regard as a role model; to guide the performer; to provide feedback and appraisal; to teach all the facts that will enable the individual to perform effectively in an organisation.' MacLennan (1999)

'A mentor is someone who passes on his or her experience and wisdom by coaching, counselling, guiding or partnering in every possible permutation, from volunteer tutor to angel investor.' O'Brien (2003)

Here are some UK/European definitions:

Within the UK and Europe, a more developmental approach is evident;

'Mentoring is help by one person to another, helping others to achieve various personal outcomes, specifically those related to career success.' Gibson (2004)

'Mentoring is off-line help by one person to another in making significant transitions in knowledge, work or thinking.' Clutterbuck (2004)

'Mentors are people, who through their action and work, help others to achieve their potential.' Shea (1992)

'A process which supports learning and development, and thus performance improvements, either for an individual, team or business.' Parsloe & Wray (2000)

Similarities between coaching and mentoring

When all this theory and confusion between continents is stripped away, however, mentoring is still simply about a regular one-to-one meeting to support the learner in their desire to improve their personal situation, their work life and their future.

As such it has some similarities to the other learning interventions of coaching, buddying, counselling and teaching (see table in section 4).

The Coaching and Mentoring Network state that 'coaching and mentoring are processes that enable both individuals and corporate clients to achieve their full potential' (C&MN 2005) and they argue that the common thread that unites both types of service, are that they offer a vehicle for analysis, reflection, learning and action that ultimately enables the client to achieve success in one or more areas of their life or work.

Here is the EMCC (European Mentoring and Coaching Council) definition for both;

'Coaching and Mentoring are developmental activities within relationships based on trust and established through conversations. These activities aim to develop the personal or professional competencies of the client. The focus is on the individual or the team and the resources and solutions they generate for their specific personal or professional context.' (EMCC 2013)

Many of the attributes of both interventions are interchangeable depending on the needs of the coachee/mentee and skills of the coach/mentor. It is widely accepted however that:

· Mentoring is a longer term relationship than coaching.
· Coaching can be a single session/agreed programme of sessions with planned outcomes.
· Mentors are usually more experienced at working in the same or a similar organisation/situation, they possess knowledge, skills, networks and experience useful to the mentee.
· Coaches can be drawn from different levels within or outside the organisation as their approach requires specific skills in coaching rather than expertise in a field
· The holistic nature of mentoring, particularly in its traditional sense, distinguishes it from other learning or supporting roles, such as coaching, which is goal focused.

Taken from:
http://www.nwacademy.nhs.uk/sites/default/files/2a_2512011_microsoft_word_-_coaching_and_mentoring_3.pdf

DEFINITIONS OF BUDDYING

Buddying is normally a more informal relationship, often between students.

'a friend, comrade, or partner; chum.' OED

'a buddy is a close friend or a pal. An example of your buddy is your friend with whom you go and get a beer.' www.yourdictionary.com

'It is important to understand the difference between a workplace buddy, coach and mentor to ensure the right support is provided and roles are not confused…

– A **workplace buddy** is solely involved in providing one-point of access to necessary information, helping the individual to understand the organisational culture, and settle into the workplace.

– A **coach** is someone tasked with developing an individual's job-specific skills.

– A **mentor** seeks to assist the individual with their development, both personally and professionally.' OCPE
http://www.ocpe.nt.gov.au/building_capability/building_workforce_capacity/buddying/what_is_a_buddy

So what are the definitions for your Faculty?

TAKE ACTION - Ensure you are really clear on these and the purpose of the scheme you are going to be involved in, before you get started!

4. Differences to counselling and teaching

Similarities & differences between the key 'helping' interventions

Activity	Mentoring	Coaching	Buddying	Professional Counselling	Teaching
Purpose	Personal development and growth	Specific task/skills/ action orientated	Act as a friend	Explore personal issues from past and present	Transfer of new skills, knowledge, behaviours
Focus	Future	Task/skill	Support	Individual	New skill, knowledge or behaviours
Delivery	Typically 1:1	Typically 1:1	Typically 1:1	Typically 1:1	Typically in groups
Ownership	Mentee	Coachee	Student	Client	Teacher/Lecturer
Goals set by	Mentee	Job/Orgn.	Student	Client	University/HEA
Key actions	Listen and be guided by the mentee – focus on aspirations and potential	Specific job/task or skills related discussion (guided by job/role need)	Help to settle in/help with skils/tasks	Encourage the client to make some personal decisions	To teach specific knowledge, skills and behaviours for their studies/future job/life
Timescales	Contract/ 9-12 months	Contract/ short term	As needed basis/short term	Agreed set of sessions	Short term
Who benefits?	Both parties	Both parties	Focus on student	Focus on client	Learners/ students
Who is involved?	Mentor Mentee Manager?	Coach Coachee Manager?	Buddy Student Lecturer?	Counsellor Client 3rd party?	Teacher Learner 3rd party?
Sponsor?	Faculty	Faculty	Faculty	HR/OH	Parent
Confidential?	Yes	Yes	Yes	Yes	No
Key interests	Mentee	Coachee	Student	Client	Learners

It is very important to be clear that coaching and mentoring are <u>NOT</u> counselling.

Coaching/mentoring/buddying are not the place to discuss counselling needs.

If you feel that this is what your coachee/mentee/buddy needs, remember there are other University support services to help them.

TAKE ACTION – review the University Student Support pages for further advice https://www.wlv.ac.uk/study-here/student-support/

5. Benefits of coaching and mentoring/why bother?

The benefits for the coachee/mentee/student/colleagues:

- A chance to discuss issues, blockages and/or concerns in your career development

- Having someone (other than friends/colleagues/tutors) available to share difficult situations

- Having someone to believe in you and your ability

- Being given help to work out what it is you want from life and work

- Being given help to develop a greater confidence

- Learning to cope with the informal and formal structure of your future

- Working through tactics to manage relationships with other people

- Becoming more comfortable in dealing with people from unfamiliar backgrounds

- Learning how to communicate with others in more senior positions

- Making sense of feedback from others and deciding how to deal with it

- Being given the opportunity to challenge thinking and be challenged in return

- Being given the opportunity to receive career advice (and possible enhancement)

- Gaining an insight into management processes

- Having someone else to act as a 'conscience and a guide'

- Obtaining opportunities to network, visibility (access to senior management thinking)

The benefits for the coach/mentor:

- A chance to discover and work with colleagues/students from a different viewpoint

- An opportunity to share their knowledge, skills and experience

- The satisfaction of knowing that they have made a difference to someone else

- The huge amount of personal learning that can be taken from the experience

- The opportunity to create some reflective space in a hectic daily work schedule

- The intellectual challenge of working on issues that they do not have direct personal responsibility and that may take them into unfamiliar territory

- An increased skills base, credibility and reputation

- A chance for them to re-assess their own views and leadership style

- A chance to become more aware of other's views/a source of challenge to one's own thinking

- The chance to broaden their perspective/collect others views – an opportunity to view the world with fresh eyes, to understand what others are going through

- By explaining/sharing/exploring best practice concepts to others, may help to reinforce them once more for themselves

- A chance to challenge and be challenged - mutuality

- Taking pride in the mentees/coachees/students/colleagues achievements

- Learning new ways to support and develop others

6   Key roles and responsibilities/boundaries

Typically, there are a minimum of 3 people involved in a coaching and/or mentoring programme; the coachee/mentee, the coach/mentor and the Programme/Scheme Co-ordinator. *(In the workplace, often Line Managers are involved too.)* Each has their own differing roles and responsibilities within the relationship.

Key roles & responsibilities of coaches/mentors:

- Agree and keep to a mentoring/coaching contract

- Meet with mentee/coachee when agreed – please try to ensure you keep your appointments

- Establish and build on rapport throughout the relationship

- Diagnose the needs with the mentee/coachee and agree priorities (driven by mentee/coachee)

- Improve the mentees/coachees breadth of knowledge and skills

- Share broader perspective of organisations, culture, strategy

- Help mentees/coachees to articulate their aspirations and then realise their potential

- Prompt mentees/coachees to draw up their own personal development plans (PDPs)

- Recognise and celebrate achievements

- Confront and reflect on positive and less positive behaviours/habits/attitudes

- Encourage the mentee/coachee to think beyond the obvious

- Encourage and motivate the mentee/coachee

- Ensure confidentiality as agreed with mentee/coachee

- Manage time commitments

- Initiate reviews of progress at regular intervals

- Be open and honest at all times

- Provide contacts/networks for them to follow up (if appropriate)

- Prompt them to keep others updated on progress (i.e. Personal Tutors, if appropriate)

- Not discuss with others directly (unless agreed with the mentee/coachee first)

- Advise when other support is available (outside own boundaries) e.g. Counselling

- Attend appointed update/supervision/CPD sessions to share and evaluate ongoing learning

- Identify when the relationship may need to close

- Manage feelings/emotions when closing down the formal relationship

- Keep in touch beyond formal relationship/take a continuing interest

Key roles & responsibilities of coachees/mentees:

- Meet with mentor/coach when agreed to (please don't cancel)

- Define and agree expectations for the relationship

- Agree how best to manage the mentoring/coaching contract (mentee/coachee is in control)

- Take responsibility for drawing up their own personal development plans

- Commit to completing agreed development tasks i.e. completing diagnostics, creating a PDP

- Access other sources of advice and information as appropriate

- Share information about their strengths, development needs, ambitions etc openly with their mentor/coach

- Initiate their own development and make the most of learning opportunities

- Be open and honest with self and mentor/coach

- Ensure confidentiality, as agreed with mentor/coach

- Attend any update/CPD/training sessions to share and evaluate ongoing learning

Key roles & responsibilities of the Programme/Scheme Co-ordinator:

- To ensure the smooth running of the scheme

- To ensure commitment from both parties

- Formal link between all interested parties

- Managing the publicity for the scheme

- Managing the recruitment and selection of mentors/coaches and mentees/coachees

- Ensuring the criteria for mentee/coachee selection is very open and available to all

- Ensuring the criteria for mentor/coach selection is very open and available to all

- Arranging initial briefings and follow up support for both mentors/coaches and mentees/coachees

- Organising regular update/supervision/CPD sessions to monitor/evaluate ongoing learning

- Ensuring both parties are clear about their roles and responsibilities

- Organising specific training for mentors/coaches

- Organising refresher training for mentors/coaches on a yearly basis

- Organising 'expectations' group induction session with mentees/coachees

- Maintain the records/database of all involved

- Administering the matching process and any reassignments that might be needed

- Ensuring the programme is regularly monitored and reviewed

- Managing the associated budgets and quality control processes

- Being the public face of the programme to stakeholders inside and outside the organisation

- To provide a 'ready ear' to all participants to ensure productive relationships

- Review best practice and use benchmarked good practice for redesigning/refreshing the scheme

- To demonstrate return on investment to the key stakeholders

IMPORTANCE OF RELATIONSHIP BOUNDARIES

It is very important to be clear about the boundaries

As a mentor or coach you need to give some thought to what you will and won't do and what you will and won't cover with your mentee/coachee, in the sessions. This is normally agreed as part of a coaching/mentoring contract.

Check if the scheme you are on has a contract and if so, ensure this is something that is discussed (and signed) at the first meeting. It is very important that both parties are clear about the boundaries of the relationship, from the start. It is a good reference point to come back to later, within the relationship, as well.

TAKE ACTION – Check the paperwork for the scheme in your Faculty and ask about the coaching/mentoring contract that you will need to use.

7.   Knowledge, skills and attitudes of mentors/coaches

Ideal characteristics when looking for a mentor/coach:

- Has a genuine interest in seeing people advance and can relate to their problems

- Already has a track record of developing people

- Has a wide range of current knowledge, skills and experience to pass on

- Has a good understanding of the mentees/coachees context

- Combines patience with good interpersonal and communication skills

- Has sufficient time to devote to the relationship

- Can command a mentees/coachees respect

- Has his/her own network of contacts and influence

- Is still keen to learn themselves

According to the Zurich Mentoring Guide 2005 (as cited in Cranwell-Ward et al 2005) mentors/coaches need:

- Relevant job-related experience

- Well-developed interpersonal skills

- An ability to relate well with people who want to learn

- A desire to help and develop others

- An open mind, flexible attitudes

- Recognition of their own development needs and need for support

- Time and willingness to develop relationships with mentees

- Experience of facing difficulties, new challenges, being helped themselves, working with others, achieving/failing, taking responsibility and dealing with stress

What should mentors/coaches do?

Mentors/coaches should have the skills to;

- Help build self confidence

- Set high performance expectations

- Offer challenging ideas

- Encourage professional behaviour

- Offer support and friendship

- Confront negative behaviours and attitudes

- Listen to personal issues (but be careful of boundaries)

- Share examples, information and resources

- Help far beyond their duties or obligations

- Stand by their mentees/coachees in critical situations

- Offer wise counsel

- Provide tailored, accurate and regular feedback

- Encourage winning behaviour – role model behaviour

- Trigger self awareness & encourage reflection (for mentee/coachee and themselves)

- Be sensitive to the day to day needs

- Inspire to excellence

- Share critical knowledge

- Offer encouragement

- Stimulate creative thinking

- Recognise and reward positive change in behaviour

- Help to deal with grey areas

- Self disclosure/share own experiences and career decisions made

- Encourage to use own networks, mentors/coaches networks and/or other support available

In summary, mentors/coaches should have:

- a genuine care for the development of people/ready to spend time and thought on coaching and mentoring activities

- commitment to the work and success of the relationship

- knowledge of processes/knowledge of how things happen/knowledge of where to get help

- a strong respect for self and others and great patience

- a desire to create and work in a relationship of trust and confidentiality on both sides

In short, what do MENTORS actually do?

- **M**anage the relationship

- **E**ncourage

- **N**urture

- **T**each the mentee to help themselves

- **O**ffer mutual respect

- **R**espond to the mentees needs

- **S**upport at all times

In short, what do COACHES actually do?

- **C**onsider the coaches needs at all time

- **O**ffer support and encouragement

- **A**sk questions

- **C**hallenge

- **H**old the coachee to account/ensure goals are set

- **E**ncourage/enable

- **S**ee goals through to the (agreed) end

Unhelpful coach/mentor behaviours:

- Not turning up for meetings/cancelling meetings/not showing this is a priority for you

- Criticising & being judgemental

- Telling what to do/giving advice/talking at them

- Solving the problems for them

- Asking closed questions

- Making assumptions/taking actions on behalf of the mentee/coachee

- Interfering and intervening on behalf of the mentees/coachees

- Discussing mentee/coachee with the Programme/Scheme Coordinator

- Agreeing to do something and not carrying this through

- Giving false information, having an alternative agenda

- Talking about how it was in 'your day' or 'what works for you'

TAKE ACTION – Have a good look at the various lists of knowledge/skills/behaviors expected by a mentor/coach on the next few pages and make a note about your strengths and development needs in relation to these. Hopefully, you can be assured you are the right person for the job but if you need any extra help, ask your Faculty for the next coach/mentor training dates and/or for details of the additional support they or the wider University can offer you.

8.   What makes an effective mentor/coach

A summary of what makes an effective mentor/coach (from mostly business literature)

Behaviours expected of an effective mentor/coach	Skills expected of an effective mentor/coach
- Challenge assumptions - Encourage learner to widen own view - Happy for ownership/direction to be with learner - Accept ambiguity - Patience - Honest/trustworthy - Genuine interest in developing others - Self motivated - People orientated - Committed to own learning - Time & willingness to devote to relationship - Talk less than 20% of the time - Good sense of humour - Offer mutual respect - Ability to relate well to others who want to learn - An open mind - Flexible attitude - Recognition of own need for support - Enthusiastic/Positive in outlook - Drive and energy - Committed to the process - Having values, trust and integrity/honest - Approachability - Willingness to share - Be prepared to give the learner space - Sounding board - Open & transparent - Creative	- Communication skills/reinforce rapport - Listening/use of silence - Information seeking/questioning - Guiding/suggesting - Encouraging - Stimulating - Confidence building - Challenging (non-judgemental & supportive) - Sharing - Encouraging - Goal clarity/goal setting/action planning - Motivating - Nurturing - Teaching/training - Good organisational skills - Coaching/Counselling - Facilitating - Ability to read and understand others - Summarising - Well developed interpersonal skills - Supportive - Evaluating/Reflecting - Feedback **Knowledge expected of an effective mentor/coach** - Knowledge of organisation and industry - Conceptual modelling/mentoring theory

• Visible	• Business/professional savvy
• Strategic	• Relationship management
• Friendly & kind	• Give considered advice/share knowledge
• Understanding & empathetic	• Functional expertise
• Dedicated	• Knowledge of organisations strategies/culture
• Compassionate	• Knowledge of the people & access to networks/influence
• Confident/assertive	• Knowledge of context in which business operates/organisational context
• Hold back from giving own experience	• Range of experience and variety of workplace skills
• Self awareness/understanding others	• High levels of expertise

GOOD COACHES/MENTORS KNOW WHEN TO SUPPORT AND CHALLENGE
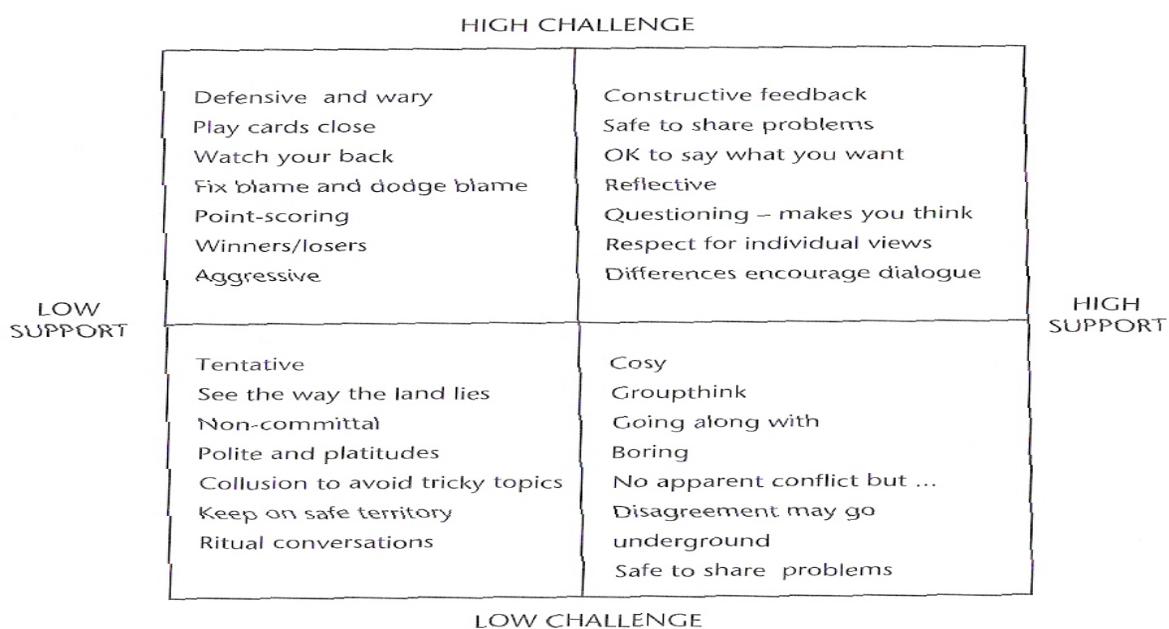

Figure 8.2 Learning climate: the balance of support and challenge

The support and challenge model (Taken from: Connor & Pokora 2007 p.182.)

Mentors/coaches and mentees/coachees should expect to challenge and be challenged, and to support and be supported, but the relationship between these 2 areas will shift over time i.e. it may be in the early meetings the focus is more on ensuring support and less challenge (bottom right hand quadrant in the figure above) but the idea is that as the relationship progresses, the mentee/coachee is supported less but challenged more (top right hand quadrant in the figure above).

Ideally the mentee/coachee should be able to leave the relationship fully independent of the mentor/coach and able to move on without them; increasing the challenge over time, is a way to ensure this happens. If your mentoring/coaching relationship is stuck in the low support and low challenge quadrant, this may not be mentoring but just a cosy chat!!

9. Knowledge, skills and attitudes of mentees/coachees

Mentees/coachees need to...

- Understand the programme objectives/purpose and process

- Be self motivated

- Be able to articulate expectations and own objectives

- Meet commitments

- Accept feedback and act on it

- Listen

- Be self-aware

- Have the ability to reflect

- Be open

- Willing to engage in meaningful feedback

- Trustworthy

- Receptive to and able to benefit from legitimate challenges

- Not a passive receiver but an active partner in the process

- Ambitious with aspirations to go further

- Realistically ambitious about their expectations of the programme

- Strong interpersonal skills

- Prepared to take responsibility for their own actions

- Able to approach the relationship with respect, good humour and openness

- High belief in their ability to influence events in their favour

Similarity and difference

It is not necessary for mentors/coaches and mentees/coachees to have similar personalities, similar learning styles or similar backgrounds in order for the relationships to be successful. In fact, there is often more learning to be had between both parties if they think differently and approach tasks differently; allowing for a different perspective to be debated between them.

10. Code of professional conduct and ethics

There are a number of membership bodies which have created professional standards for coaching and mentoring, depending on their context. **The EMCC (The European Mentoring and Coaching Council)** is the only one in the UK that covers both coaching and mentoring. It has been established to promote best practice and ensure that the highest possible standards are maintained in the coach/mentoring relationship. This is the membership body that the University of Wolverhampton subscribes to and the expectation is that all coaches/mentors who operate within the University are aware of these standards and adhere to their professional code. Recently (2016) the EMCC teamed up with AC (The Association for Coaching) to develop a 'Global Code of Ethics.' This code of ethics is arranged into four sections and covers the bodies' general expectations of professional behaviour and conduct:

1. Terminology

2. Working with Clients

3. Professional Conduct

4. Excellent Practice

More details about the EMCC and AC Global Code of Ethics can be found here; http://www.emccouncil.org/src/ultimo/models/Download/4.pdf

More details about the EMCC can be found on this link; http://www.emccouncil.org/

More details about the AC can be found on this link; http://www.associationforcoaching.com/pages/home/

A short snippet from the EMCC/AC code in relation to 'Professional Conduct' is below:

Maintaining the reputation of coaching and mentoring

3.1 Members are expected to behave in a way that at all times reflects positively upon, and enhances the reputation of, the coaching and mentoring profession.
3.2 Members will demonstrate respect for the variety of coaches, mentors and other individuals in the coaching and mentoring profession and for the different approaches to coaching and mentoring.

Recognising equality and diversity

3.3 Members will abide by their respective bodies' diversity statements and policies.
3.4 Members will avoid knowingly discriminating on any grounds and will constantly seek to enhance their own awareness of possible areas of discrimination.
3.5 Members will be cognisant of the potential for unconscious bias and seek to ensure they take a respectful and inclusive approach that embraces and explores individual difference.
3.6 Members will challenge in a supportive way any colleagues, employees, service providers, clients or participants who are perceived to be using discriminatory behaviour.
3.7 Members will monitor their language, spoken, written and non-verbal, for inadvertent discrimination.
3.8 Members will engage in developmental activities that are likely to increase their self-awareness in relation to equality and diversity.

THERE ARE OTHER ACCREDITING/MEMBERSHIP BODIES FOR COACHING AND MENTORING.

FOR FURTHER INFORMATION, PLEASE ALSO SEE:

https://coachfederation.org/about/ethics.aspx?ItemNumber=854 - UK International Coach Federation/ICF Code of Ethics

https://apecs.org/ethical-guidelines - APECS Ethical Guidelines

www.coachingpsychologyforum.org.uk – The Coaching Psychology Forum
www.bps.org.uk – BPS (See Special Group in Coaching Psychology)
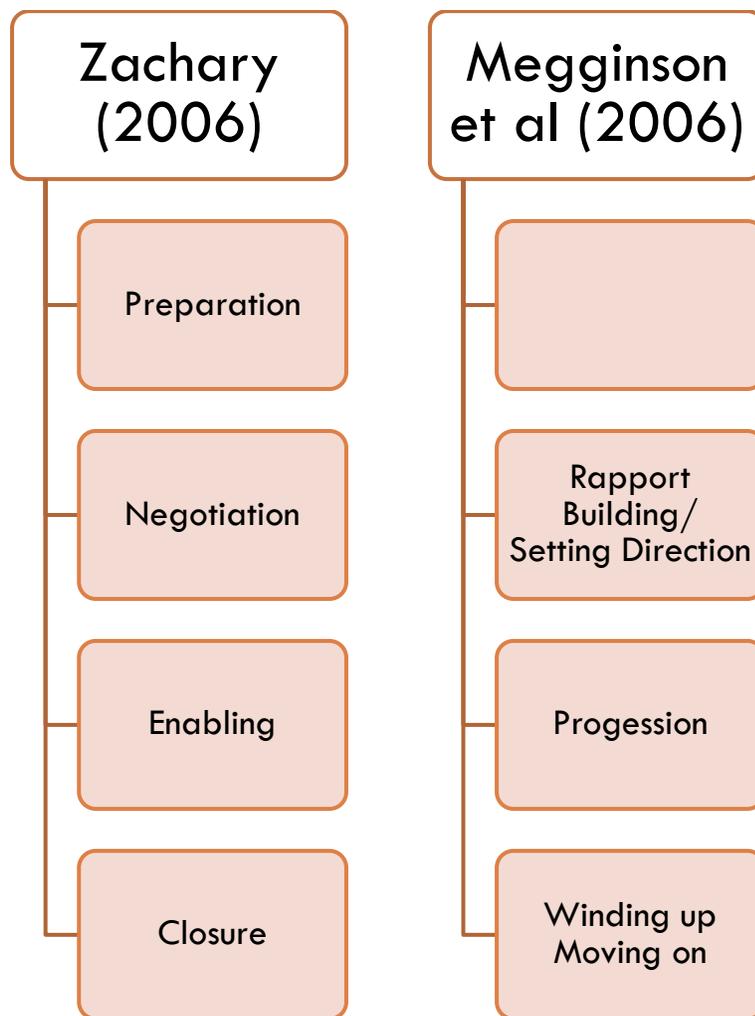
http://www.the-coaching-academy.com/ - The Coaching Academy

http://www.ukstandards.co.uk/Pages/results.aspx?u=http%3A%2F%2Fwww%2Eukstandards%2Eorg%2Euk&k=coaching#k=coaching%20and%20mentoring   - National Occupational standards for C&M

11. The mentoring/coaching lifecycle/different phases

THE LIFE CYCLE OF MENTORING AND COACHING RELATIONSHIPS

No matter what approach is taken towards mentoring/coaching, the relationship progresses through similar stages as shown here in the comparison between Zachary's (2006) US model of mentoring/coaching and Megginson et al's (2006) European model of mentoring/coaching.

Zachary (2006)	Megginson et al (2006)
Preparation	
Negotiation	Rapport Building/ Setting Direction
Enabling	Progession
Closure	Winding up Moving on

Stages of Mentoring and Coaching

Zachary (2000)	Megginson, Garvey and Stokes (2006)
US Model	**European Mentoring Model**
Preparation - It is important that mentors/coaches prepare themselves for their relationships. This should include considering where they mentor/coach, what behaviours they demonstrate, the skills they will use, the beliefs and values they have that may enable or hinder the mentoring relationship, their personal identity and their identity as a mentor/coach, and how being a mentor/coach impacts on their wider	Stage One—**Rapport Building Stage**. Here the mentor/coach and mentee/coachee explore whether they can work together. They focus on building rapport through exploring their perceptions and alignment of values (especially on a personal level), how to build mutual respect, agreement about the purpose of the mentoring/ coaching relationship and alignment of

world.

Negotiation – This is the discussion the mentor/coach and mentee/coachee have about the aim of the mentoring relationship, the ground rules/contract laying out how the relationship will happen, the mentoring/coaching goals, benchmarks and review, and the strategy for exiting the mentoring/coaching relationship.

Enabling – This is the doing stage where the mentee/coachee does the work they need to do to achieve the development they have identified. The mentor/coach enables this process through providing support, information and challenge when necessary. It is important that your mentee/coachee becomes autonomous through developing confidence and independence from the support provided by the mentor/coach.

Closure - This stage can be difficult, even when the end of the relationship is mutually agreed. Closure is an inevitable part of relationships, which usually end once specific goals have been achieved, or particular work experiences completed.

Mentors/coaches approaching closure may experience feelings of separation or loss. People who have difficulty ending relationships should be aware this might cause them difficulties. An exit plan should be developed to help both parties to understand the closure process.

expectations of their roles and behaviour.

Stage Two—**Setting Direction Stage**. Although the initiation of the relationship involves discussing the purpose, at this stage mentor/ coach and mentee/coachee clarify and refine what the relationship should achieve on both sides. They begin the process of linking the medium to long term goals with what happens on a day to day basis. The process of rapport building continues as they explore tactical responses to some of the issues raised.

Stage Three—Core Stage/ **Progression**. While rapport building and goal setting can be accomplished in a few meetings, the progression stage typically lasts longer. Mentor/coach and mentee/coachee become more relaxed about challenging each other, exploring issues more deeply and experience mutual learning. The mentee/coachee takes more of the lead in managing the relationship and the process.

Stage Four—**Winding up**. This occurs when the mentee/coachee has achieved a large part of their goals or feels equipped with the confidence, plans and insight to continue the journey under their own steam. Planning for a good ending is critical if both parties are to emerge from the process with a positive perception of the experience.

Stage Five– **Moving on**. This stage is about reformulating the relationship, typically into a friendship in which both parties can meet each other on an ad hoc basis as a sounding board or a source of networking contacts.

12. Practical hints and tips at each stage/phase

In order to get the most from your mentoring/coaching relationships you may wish to consider what occurs during each stage of the mentoring/coaching life cycle. Tips for both parties will be included in each section.

This part of the guide is written in a way that is helpful to both mentor/mentee and coach/coachee as they work together within their relationship.

PREPARATION

This is a time for ensuring that you are prepared for the relationship. It should be mentee/coachee driven; the mentee/coachee is responsible for ensuring that they are prepared for meeting.

Mentees and coachees may wish to think about:

- What you want from mentoring or coaching?
- What you want the mentoring or coaching relationship to be like – approach, ground rules, contract?
- What goals you will set?
- How you will know when you have achieved them?
- What time lines might you work to?

As mentor or coach you may wish to consider:

- What further training or reading do you need to do?
- How can you ensure that you set aside the time needed to prepare for and attend mentoring and coaching meetings?
- What ground rules are important to you?

NEGOTIATION/RAPPORT BUILDING & SETTING DIRECTION

This is a time when both parties get to know each other while they work together to identify the mechanics of the relationship. During this stage they negotiate:

- ground rules
- contracting
- goals
- bench marks
- time lines
- when to review progress
- an exit strategy

Contracting is very important at this stage.

The ILM (Institute of Leadership and Management) suggest a very brief contract as a minimum for any coaching/mentoring relationship:

Both parties need to sign to agree:

- To meet for _____hrs. for _____ sessions over the next ____ months
- To be honest and committed to the contracted activity
- To keep all appointments. Where cancellation is unavoidable, to ensure prompt rescheduling
- To maintain confidentiality regarding our discussions
- To have a 'no fault' divorce if the relationship does not suit either party
- To be open to receiving and giving feedback

Ensure you are familiar with your Faculty/University Coaching/Mentoring contract.

As you work together you may want to also consider the questions below:

- What are your ultimate developmental goals?
- What do you want from working together in relation to these goals?
- Can you break these goals down into smaller stages?
- How are you going to know when you have achieved these goals?

You may also want to think about the qualities of the relationship you wish to build. This will include how you build rapport and how your relationship will transpire. You may wish to reflect on past mentoring, coaching, buddying or other supportive relationships that you have enjoyed, whilst considering the questions below:

- How might you build rapport within your relationship?
- What sort of information are you happy to disclose?
- What sort of developmental relationship would you like?
- Would you like the relationship to be formal?
- Would you like the relationship to be informal?
- Where would you feel comfortable meeting?
- How often would you like to meet?
- How long do you anticipate the relationship lasting?

ENABLING/PROGRESSION

This is the doing stage of the relationship and it is mentee/coachee driven. With the support and guidance of the mentor or coach, the relationship will work towards achieving the goal that you've agreed. Together you will identify and review the small steps that you will take/have taken towards your goals which you will put into action. During this stage you will also:

- Meet deadlines that you have negotiated
- Review & re-evaluate the work that you have undertaken
- Negotiate hurdles that you meet while you work towards your goals
- Achieve what you have set out to do.

CLOSURE/ WINDING UP AND MOVING ON

The closure stage can be difficult, even when the end of the relationship is mutually agreed. Closure is an inevitable part of formalised relationships, which usually end once specific goals have been achieved or particular work experiences has been completed.

As mentioned in 'negotiating' an exit plan can be useful to ensure that both you and your mentor have similar expectations and understandings of the closure process.

Megginson (2006) also points-out that there is an important difference between 'winding up' a relationship and 'moving on' from the relationship. Winding a relationship up involves dealing with all of the closure issues: both practical and emotional. Moving on from a relationship has a different psychological focus as it involves a change of identity for both parties as you will no longer be mentor/coach and mentee/coachee. As part of this process you may wish to discuss who you will be to each other in the future. Moving on also involves a psychological move from mentee/ coachee to expert in their own right. Again, this may be something you wish to discuss before you bring the relationship to a formal end.

As you approach the end of the relationship you also may wish to consider the questions below:

- How do you feel about the ending of relationships?
- How has the closure of previous relationships made you feel?
- How do you anticipate the closure of this relationship will affect you?
- Will you encounter any uncomfortable feelings when you face closing down relationship? How will you deal with them?

As you approach closure you should be:

- reviewing your exit strategy/putting your exit strategy into action
- identifying what comes next and thinking about how to do it
- reflecting on the emotional and psychological aspects of the change in relationship status

13. Preparing the mentee/coachee – suggestions for getting started

Here are a few things that might help you prepare for your first meeting and those beyond. These are addressed in line with the lifecycle of a mentoring/coaching relationship.

PREPARATION

One way of preparing ourselves for mentoring/coaching, or helping our mentees/coachees prepare for a new venture, is to consider how we can engage with aspects of that change before it happens. This allows us to contemplate how the change may affect us physically, socially and psychologically. Neuro-Linguistic Programming (NLP) suggests that we engage with the world at six levels; reflecting on what changes might occur within these interactions can help us understand the change and how we fine tune aspects of it.

Neuro Linguistic Programming - Physiological Levels

1. The Environment – when and where will the change take place?

2. Behaviour – How will you behave as a result of your new venture/new skills etc?

3. Skills – How will you carry out your new venture – what skills have you got and what will you need to develop? Know your strengths and limitations. There are some questions provided in the Helpful Resources section that aim to support you in reflecting on this area.

4. Beliefs and Values – Why are you doing this? What beliefs have driven you to make this change? What values are related to this change?

5. Identity – Who will you become when you have made this change?

6. Beyond Identity/the connection. How does this relate to all other aspects of your life?

NEGOTIATION

One of the first actions in this stage is contracting or discussing the contract that you and your partner will be operating by. Before you begin negotiating about ground rules, aims, goals and exit strategies with your mentee/coachee, look at the information below. Negotiation works best if you prepare first.

The Stages of Negotiation

1. Start with a pre-negotiation phase by claiming the right to negotiate.
2. Get over your dislike of negotiating.
3. Open the negotiation.
4. Collaborate to meet both ends, making it a win/win situation.
5. Don't take it personally.
6. Have a plan and be willing to ask questions.
7. Don't be emotional.

When negotiation breaks down a number of failures can occur, these include:

- Submission - One gives in but does not want to. This leaves them feeling aggrieved. This is not negotiation. Negotiation is win/win.
- Deadlock - Neither party is willing to give ground to the other. Again this is not negotiation; negotiation is win/win.
- Stuck - Both parties want to move forward but don't know how.
- Objective setting stage - Not being able to outline the aims for each party
- Preparation - one or both parties not having prepared for the meeting

ENABLING

In the next section and the 'Helpful Resources' section you will find some tools and techniques to help you enable your mentee/coachee to achieve their goals. Some of the models suggested can be used to structure sessions, whilst others can be used to structure several sessions.

CLOSURE

Coming to Closure: As mentioned this stage can be difficult, even when the end of the relationship is mutually agreed. However, remember closure is an inevitable part of shorter term mentoring relationships, which usually end once specific goals have been achieved, or particular work experiences completed. All good things come to an end!

Act Assertively

Acting assertively is acting responsibly. Assertiveness is neither aggressive, nor passive aggressive behaviours. It is all about attaining mutually agreed solutions whilst respecting your personal rights and the personal rights of the person you are interacting with.

Remember We Are All Different!

We are all different and will approach negotiation and closure differently. It is important to know who you are and your approach, as well as try and understand other possible approaches. VAK and DISC (outlined in the Helpful Resources section) are some simple ways of looking at differences.

14. Preparing the mentor/coach – mentoring/coaching models

The GROW Model

GROW is a coaching model proposed by Sir John Whitmore in 'Coaching for Performance' (2002). This is a four stage, goal-oriented model, which can be used to structure mentoring/coaching sessions, or used as a tool to consider the validity of aims set in a mentoring/coaching relationship and how to achieve them. GROW stands for:

Goal/s   *Are they   Positive?   Challenging?   Achievable?*
Why are they important?
When should they be achieved?
What actions and resources are required?
What are the key milestones?
What are the criteria for success?

Encourage your mentee/coachee to be specific and detailed.

Reality   *How might context or environment help or inhibit goal achievement?*
What else is happening in the mentees/coachees life? What, when, where, how often?
Who is directly and indirectly involved in the process of achieving the goal?
Who could become involved if things don't go to plan?
What hurdles may inhibit progress?
What is missing that could help?
What or who is impeding the mentee/coachee from moving forward?

Use your intuition to assess what is really going on for the mentee/coachee and check the reality of their assumptions.

Option   *Discuss the full range of options for achieving the goal/s.* Consider the effect of:

- time frames on route to goal attainment;
- finances;
- situational control;
- the mentees/coachees levels of confidence and self-esteem.

Identifying possible changes in the mentees/coachees situation may generate new routes to achieving the desired goal.

Will   *Understanding how committed the mentee/coachee is to the goal achievement process, is crucial to success.* The greater the will, the more likely the desired outcome will be achieved.

On a scale of 1-10 how does the mentee/coachee rate her/his commitment?
How could commitment be enhanced?

Maintaining high levels of will also depends upon
- the option/s taken.
- maintaining clear boundaries,
- a set of obtainable objectives and criteria for success.

Some additional GROW related questions are also available in 'Helpful Resources.'

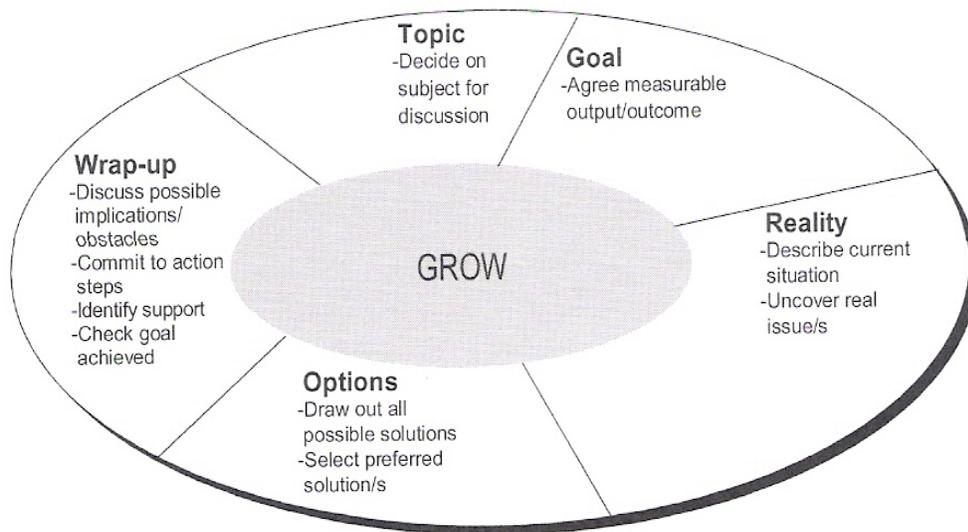**Here is the GROW model** (taken from Passmore 2006)

Figure 4.1 The GROW model

Note that the W stands for Wrap-Up and also Will.

EGAN'S SKILLED HELPER MODEL

This is a three-stage systemic support technique, with a solution focused outcome. The system draws on Bandura's learning theory as mentees/coachees acquire new problem solving and personal development skills, through gaining a greater self-knowledge. This encourages them to achieve their goals and to generate greater levels of self-efficacy.

The mentor/coach is the skilled helper in this process. You, as the mentor/coach achieve the above by using helping skills, such as rapport building, self-disclosure, effective and active listening, empathy, questioning, summarising, providing challenge, setting goals, problem solving, exploring option and providing feedback.

Each of the 3 stages has a different focus and specific skill set.

Stage One: Exploring the mentee/coachee's existing situation.	The focus of stage one is exploring the mentee/caochee's situation. Use a person-centred approach to develop rapport with the mentee/coachee, which allows for identification and exploration of problematic issues, while assessing their resources and opportunities for change. Be aware that the mentee/coachee may demonstrate resistance to chance or new approaches to solving problems. This may require challenge and	Skills that could be used at this stage are: • Open ended questions • Silence • Empathy • Support • Summarising the meaning and emotional content of what has been said

|	investigation of the source of the mentee/caochee's resistance.	
Stage Two: Helping the mentee/coachee establish aims and goals	Stage two aims to aid the mentee/coachee to develop an in-depth objective understanding of their issues. Focus on helping mentees/coachees identify their goals and options through considering new possibilities and perspectives and choosing realistic pathways in attaining their goals.	Skills required for this stage are: • Identifying and highlighting reoccurring themes • Challenging current thinking patterns • Brainstorming • Time lining • Planning • Empathy
Stage Three: Help the mentee/coachee to develop strategies	During this stage encourage mentees/coachees to use the skills they have developed to problem solve and make decisions more effectively. This, in effect, facilitates them to solve their current issues. Developing problem-solving and decision-making skills will help leave them with a more successful future.	Skills used in stage three include: • Divergent thinking • Goal setting • Decision making • Problem solving • Evaluation • Challenging behaviours • Providing support to encourage continuation of positive learned behaviours

The Skilled Helper 3 stage model
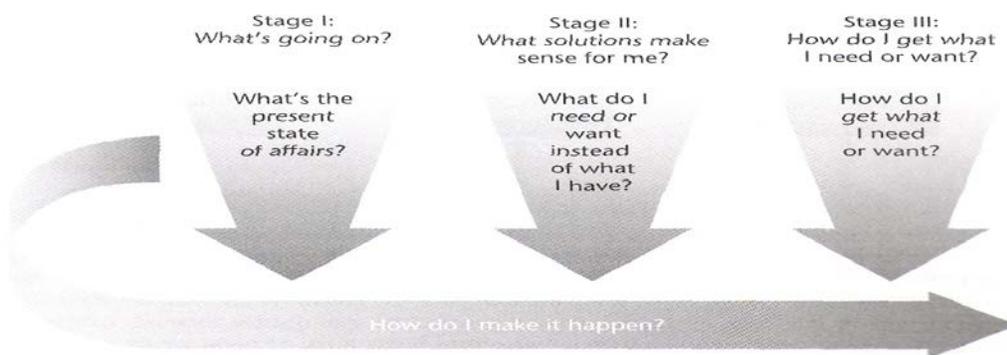
Figure 4.1 The Skilled Helper: three stages
Source: Egan (2006: 12)

Egan (2002) – there are 2 goals of helping;

• helping clients to manage their problems more effectively
• helping clients to become better at helping themselves
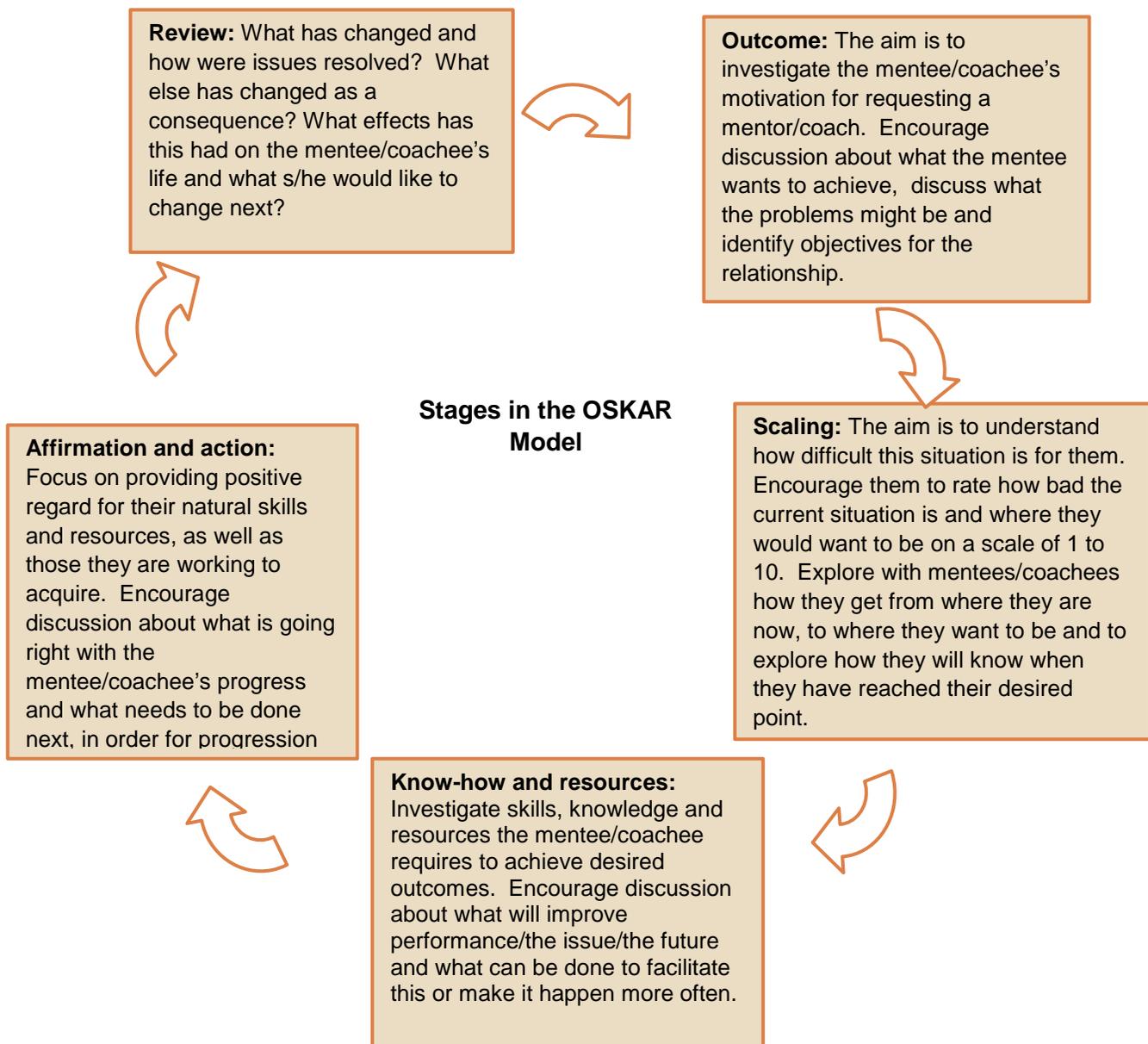
O S K A R   M O D E L

OSKAR is an acronym used in solution-focused work and focuses on exploring mentees/coachee's issues, paying attention to what the solution might be. It aims to:

1. find out what works for the mentee/coachee and encourage her/him to undertake this more often.
2. identify what doesn't work and discourage the mentee/coachee from engaging in these behaviours.

Through analysing the problem this way, you will discover what mentees/coachees want and do not want, whilst also evaluating the skills and resources they have and those they may need to develop. OSKAR stands for:

- **O**utcome
- **S**caling
- **K**now-how and Resources
- **A**ffirmation and Action
- **R**eview

The OSKAR model in more detail

Review: What has changed and how were issues resolved? What else has changed as a consequence? What effects has this had on the mentee/coachee's life and what s/he would like to change next?

Outcome: The aim is to investigate the mentee/coachee's motivation for requesting a mentor/coach. Encourage discussion about what the mentee wants to achieve, discuss what the problems might be and identify objectives for the relationship.

Stages in the OSKAR Model

Affirmation and action: Focus on providing positive regard for their natural skills and resources, as well as those they are working to acquire. Encourage discussion about what is going right with the mentee/coachee's progress and what needs to be done next, in order for progression

Scaling: The aim is to understand how difficult this situation is for them. Encourage them to rate how bad the current situation is and where they would want to be on a scale of 1 to 10. Explore with mentees/coachees how they get from where they are now, to where they want to be and to explore how they will know when they have reached their desired point.

Know-how and resources: Investigate skills, knowledge and resources the mentee/coachee requires to achieve desired outcomes. Encourage discussion about what will improve performance/the issue/the future and what can be done to facilitate this or make it happen more often.

WHEEL OF LIFE MODEL

The wheel of life is a coaching tool that focuses mentees/coachees on 8 areas of their life and asks them to rate how satisfied they are with each one. Mentors/coaches can use this information to help mentees/coachees decide what areas they would like to change and how they would like to change them. The Wheel of Life can be used in conjunction with other tools or techniques, such as GROW, Egan's Skilled Helper and OSKAR.

The eight sections in the wheel of life are elements of personal and professional development. The aim of a stress free life is to achieve balance in all eight aspects.

The centre of the wheel is rated 0 and the outer edge of the wheel is rated 10. Mentees/cochees rank their current level of progression in each area on this scale. Their progression point in each area of life is marked, by drawing a line (straight or curved) to create a new outer edge of the wheel. The new perimeters represent their wheel of life. Mentor/coach and mentee/coachee discuss how bumpy the mentee/coachee's ride through life is going to be, should progress cease at this point in their lives. Encourage mentees/coachees to consider where they would like to be in each area, how satisfied they are with their current progress and what needs to change for them to progress/to be happy and satisfied with each segment of their life.

The Wheel of Life
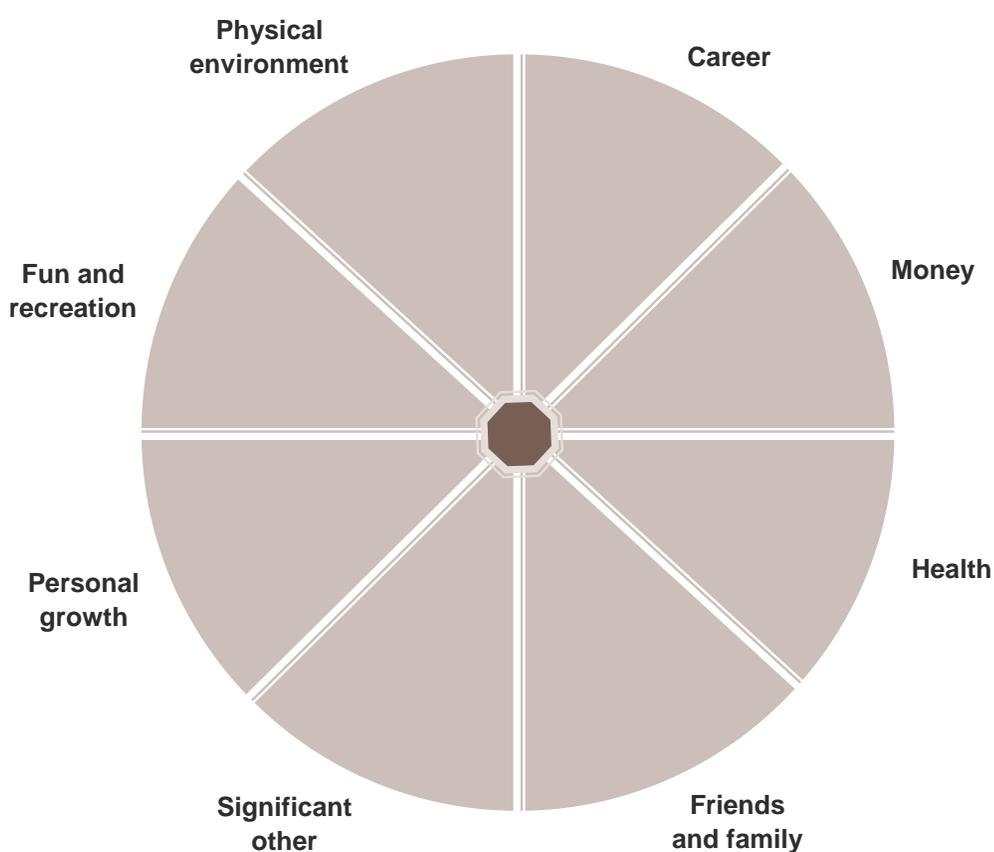
The IDEAL Problem Solving model

Bransford & Stein (1993) suggest a five-stage model of problem solving. This is based around the acronym IDEAL and provides a coherent strategy to identify problems and solutions. The stages are detailed below.
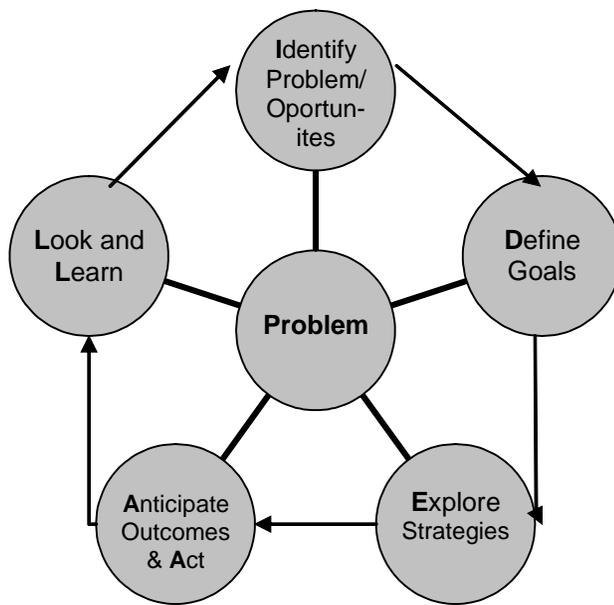
I = Identify Problems and Opportunities: Identifying potential problems and treating them as an opportunity to generate a creative solution. This often generates solutions that would never have come to mind if the situation was treated purely as a problem.

D = Define Goals: Define goals needed to solve the problem (for setting goals see SMART goals). It is important to remember that people will conceptualise problems differently and therefore the goals they identify as necessary to achieve a solution, will be idiosyncratic.

E = Explore Strategies: Explore alternative strategies. This involves re-analysing the problem and possibly redefining the goals necessary to solve it.

A = Anticipate Outcomes and Act: Anticipating possible outcomes and implementing the strategy. Anticipating possible outcomes can save time and resources.

L = Look and Learn: Look at the actions taken and learning from what has been successful and unsuccessful. This may seem obvious, but surprisingly it is often omitted. Findings from this stage can be applied to other problem solving situations.

The CLEAR model

- Contracting – opening the discussion, setting the scope, agreeing the desired outcomes

- Listening – using active listening to develop understanding of the situation

- Exploring – helping the learner to understand the effect this is having and challenging them

- Action – supporting them to choose a way ahead

- Review – reinforcing ground rules and value added, giving/receiving feedback

15. Importance of goal setting and PDPs

Setting goals and devising Personal Development Plans (PDP) are crucial to the success of mentoring and coaching. Both activities focus on personal development and once the areas of personal development that a mentee or coachee wishes to pursue have been identified, the aim of the relationship is to strive to accrue knowledge, understanding, behaviours, attitudes and approaches that will support meeting these. In short, coaching and mentoring aims to support a movement from the current position to the idealized position. This cannot be achieved without reality testing, setting goals, identifying bench marks and reviewing progress. Below is an outline suggested by Jan Brause (http://www.janbrause.co.uk) of how to generate a personal development plan, whilst also considering how to set goals.

PERSONAL DEVELOPMENT PLANNING

Personal Development Planning is a process that helps you to reflect on your own learning, performance and/or achievements and to plan your development. PDP aim to help you benchmark the progress you have made and helps you explore the area where you need to develop further.

The process that is usually engaged in for this is:

- Reflection on skills and abilities and making sense of these for a particular purpose

- Recording thoughts, ideas and experiences. These can be recorded in written, audio or video formats.

- Action planning – developing a plan means that you are more likely to achieve your goal

- Executing your plan – carrying out activities referred to in your action plan

- Evaluating your activities – making sense of what you have done and evidencing what you have further achieved.

The first three activities above should be facilitated during the first stages of the mentoring or coaching relationships. The latter two activities should form the focus of the majority of the relationship, where you will work together to identify opportunities to develop the skills and knowledge that are required.

DEVELOPING A PDP

Step1 - Take a Skills Audit

This is the most useful starting point for the PDP because it acts as a 'stocktaking' exercise to systematically analyse your strengths and weaknesses.

You could utilise a SWOT analysis to do this to summarise your strengths, weaknesses, opportunities and threats on a grid.

Strengths	Weaknesses
Opportunities	Threats
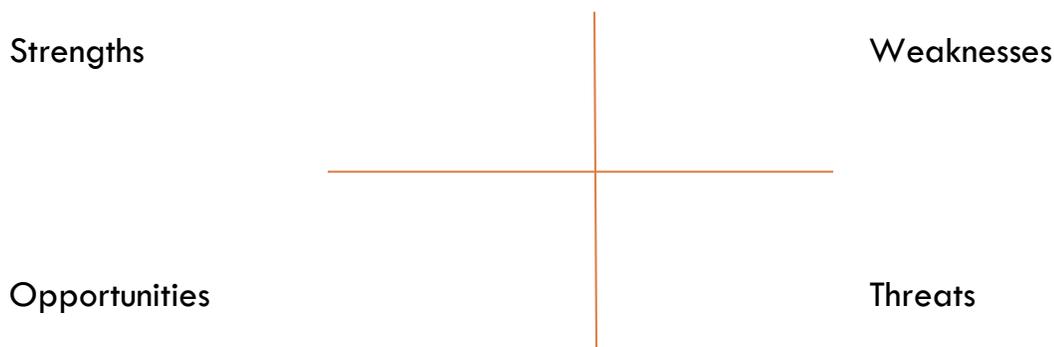
You should consider all your achievements and review them, identifying the transferable skills you have developed, whilst looking for areas that could be developed further or gaps in experience.

Step 2- Write an Action Plan

Action Planning helps you to identify and set targets. It also provides an approach to documenting a thought-out strategy to achieving the targets. When developing an action plan try and ensure that it is clear in its intentions, unambiguous and focussed. A useful strategy is to use the SMART acronym when setting these goals so that you ensure that all goals are:

Specific: Goals must be precise and specific.

Measurable: There must be some standard of measuring the progress achieved on a goal. For example you might define the activity, what it is, when it will happen, when it will finish, what you aim to get from it.

Achievable: Both parties must believe that the goals are realistic and can be achieved. For example, you might wish to consider how work load differs at different points of the academic year and ensure that deadlines for activities are not in the middle of induction, assessment period, marking or other busy times.

Realistic: Goals should be practical, realistic and applicable to the situation.

Time Bound: Goals should have a set deadline. For example you might set weekly or monthly targets.

Alternatively, you may want to consider using GROW here:

Goal: Agree an area or topic and consider short term, intermediate and long term goals.

Reality: Assess the area under consideration. Look for examples where specific feedback has been given. Avoid or check any assumptions being made.

Options: Explore all the options that are available. Explore where feedback on other options might be available. Make some choices

Will: Consider the willingness to act. Identify any obstacles to willingness to act on the identified options. Set specific time lines for the related activities.

An example PDP template is available in the 'Helpful Resources' section.

You could try setting yourself a few clear goals and then rank them by preference and then set some clear sub-goals. The sub-goals will help with the measurement of progress as you both work together and will provide the opportunity to review the further stages. This should also help you in setting attainable goals.

Mentoring and coaching relationships are the perfect opportunity to work through personal development planning and goal setting, as it provides:

- an external perspective on activities and the potential actions
- the opportunity to identify blind spots.
- a safe environment in which you can articulate your goals to someone; articulating your goals to someone makes it more likely that you will achieve them.

Step 3 – Reflect

Reflection is an important part of the learning process. People who reflect are more likely to achieve. Reflection helps you to understand if you have achieved your goals. So mentoring and coaching should set time aside to reflect and think/talk through the skills and knowledge that you have already achieved, that you are achieving and hope to achieve.

Brockbank and McGill (1998) discuss the 3 key benefits of engaging in reflective practice:

- learning more about the efficacy of different approaches

- articulating the learning from that reflection

- role modelling the benefits of this with learners/mentees

Brookfield (1995) states that as human beings we are allowed to be imperfect and to be ourselves, and so when engaging in reflection we can discover our limitations and gain new insights into ourselves. Brockbank & McGill (1998) suggest that in order to encourage full reflection on actions, reflection-on-action dialogue with another person would help to promote more critical debate. Critically reflective learning is that which enables the learner to engage in deep and transformatory learning. They state that without the interaction brought about by this one to one dialogue, critically reflective learning may not happen.

Step 4- Keep a Record

Auditing your skills and action planning will themselves generate written documentation. You also need to document which skills you've developed and how you have evaluated these. It is important to keep written records for a number of reasons:
- helps you to measure your progress
- offers a source of information to share in mentoring and coaching relationships
- provides information to draw upon when applying for future jobs
- helps you to think about how plans could be improved

One way of recording the skills you have developed, together with supporting evidence, is using the STARR technique. This is detailed on the next page.

Situation	Set the scene e.g. I was part of a department project team that was working on X. I took the lead of Y sub-stream of the project.
Task	What was the goal, aim or challenge? e.g. I had to submit a marketing report on a particular industry within a month
Action	What you did / your role? e.g. as sub-stream leader I had to lead meetings and ensure all group members were contributing to the report and ensure timely completion
Result	What was the outcome? e.g. I submitted the work on time. I was commended for the thoroughness of the X report that my team submitted.
Reflect	What you learnt? What will you do differently next time? e.g. leadership skills, negotiation, working to a deadline

Some reflective questions for mentors/coaches to use, to aid their personal reflections

- What was I aiming for when I did/said/asked that?

- Why did I choose that particular action? What were the reasons?

- What theories/models/research informed my actions?

- What was I trying to achieve?

- What did I do next?

- How successful was it?

- What criteria am I using to judge success?

- What alternatives were there?

- How could I have dealt with the situation any better?

- How would I do it differently next time?

- What do I feel about the whole experience?

- What knowledge/values/skills were demonstrated?

- How did the mentee/coachee feel about it? How do I know?

- What sense can I make of this in the light of my past experience?

- Has this changed the way in which I will do things in the future?

Taken from http://www.practicebasedlearning.org/resources/materials/docs/Reflection

16. Reflective practice and the importance of Supervision

What is Supervision

'Super' 'vision' helps to sustain and advance good practice. Supervision is formal and protected time for facilitating in depth reflection for mentors or coaches to discuss their work with someone who is experienced in mentoring and coaching. Supervision offers a confidential framework within a collaborative working relationship in which the practice, tasks, process and challenges of the work can be explored. The primary aim of mentoring and coaching supervision is to enable the mentor or coach to gain in ethical competency, confidence and creativity in order to ensure the best possible service to the mentee/coachee. It is important that supervision is not perceived as, or in actuality is, a 'policing' role, but rather as a trusting and, wherever possible, co-colleague professional relationship.

Attending Supervision.

Mentors and coaches operating within the University are required to attend a minimum of two supervisory sessions a year.   The supervision is provided by the University of Wolverhampton. Supervision is:

- **Normative** - the supervisor shares the responsibility for ensuring that the supervisee (coach/mentor) works in a professional and ethical manner and adheres to mentoring and coaching codes of practice (as mentioned in section 10)
- **Formative -** the supervisor provides the supervisee with the opportunity to develop skills, theoretical knowledge and personal attributes that facilitates the increase in their professional competency
- **Restorative** - the supervisor acts as counsellor to the supervisee when personal issues, doubts and insecurities arise as a result of a mentoring/coaching relationship.

What Supervision Provides[1]

As a consequence of working with your supervisor you should be able to:

- Become aware of responses or reactions to your mentee/coachee that you may not have been aware of previously
- Suggest ways in which you can look after different aspects of yourself, even more effectively
- Understand your mentee/coachee better, in more depth, or from different perspectives
- Work more clearly and creatively with your mentee/coachee because you understand the dynamics which were operating between you
- Explore the ways in which you intervened with your mentee/coachee and the many levels of effects from this intervention
- Use opportunities to develop your skills and work on many aspects of your relationships
- Suggest different ways of proceeding with this mentee/coachee or ways of proceeding differently with mentees/cochees in the future.
- Discuss contemporary changes within your profession and the impact of these upon your practice.
- Evaluate your practice and the impact this work has upon you and your mentee/coachee.

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[1] With thanks to Susan Brock, The University of Derby

- Outline how some of your issues around prejudice and stereo-typing may affect your work
- Become a more competent practitioner who is concerned about the protection of your mentees/coachees and with your own self-development.

Supervision is an Ethical Requirement

Competent practice with regular monitoring and reviewing of one's work is essential to maintain and sustain good practice. Therefore supervision is an opportunity to recognise the 'human element' and subsequent demands of the work on the mentor and coach, to ensure we monitor and uphold non exploitative relationships with mentees/coachees and to recognise our limits and work within them. It is a place to expand our emotional intelligence, gain support, relate practice to theory, develop new learning, and evolve mentoring and coaching practice (CPD). Overall, mentor and coach supervision is essential both to develop the mentor's or coaches professional skills and to maintain excellent standards of mentoring/coaching in the industry. This is why the EMCC and the AC (and others mentioned earlier) propose Supervision as an essential part of mentoring and coaching professionalism and ethical practice.

Models of Supervision[2]

A supervisory relationship evolves over time to meet the needs of the participants. In general, the hope is to create an environment in which different forms of understandings and growth can be shared. In a supervision session, your concerns are the Supervisors concerns and they will pay attention to them.

Hawkins and Shohet (2000) suggest the use of a Double Matrix or Seven-Eyed Model of Supervision. In essence this means is that the Supervisor is paying attention:

1. **the content of the supervision session** – what is said by the mentee/coachee
2. **focusing on strategies and interventions** – what models are used in the sessions
3. **unconscious interaction between you and your mentee** – relationship dynamics
4. **your process** - the different types of connections/counter transference that exist
5. **the supervisory relationship** – how the dynamics vary by mentee/coachee.
6. **the supervisor process** – the 'here and now' in the room.
7. **the wider context -** professional standards and ethics which underpin and inform
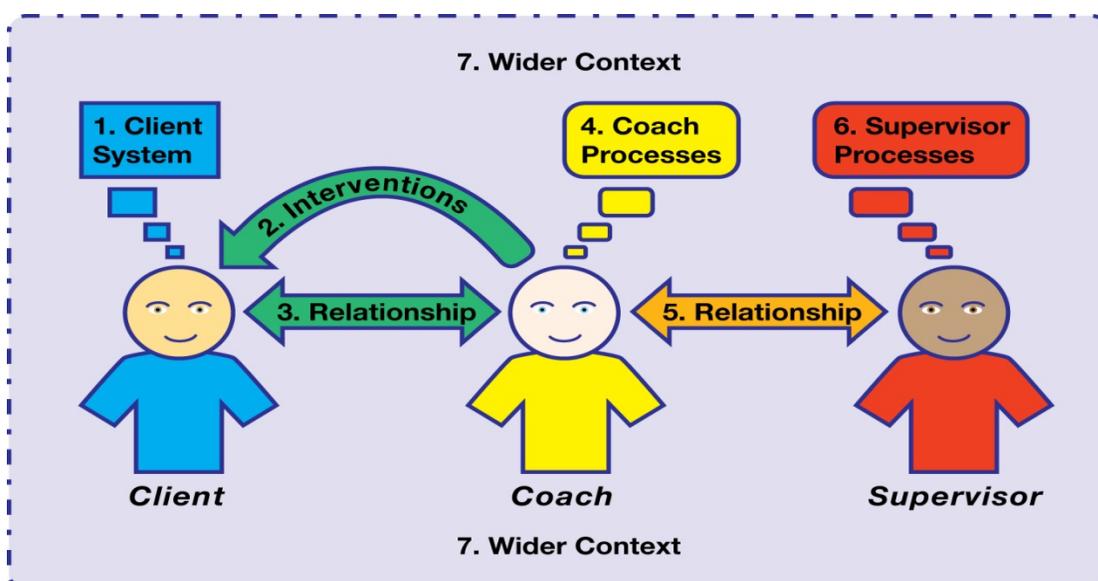
Taken from www.mentoringforchange.co.uk/classic/7eyed

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17. Feedback giving and receiving – hints and tips

Giving and receiving feedback is a crucial part of all mentoring and coaching relationships. Feedback should always be constructive – in fact, if you cannot find a constructive way of giving feedback, it should not be given at all. Feedback should also be impartial and therefore should be free from judgement. Feedback must be based on your own observations and not the observations, or words of others. Depersonalize feedback; focus on the behaviour and not the person. Make sure that both the positive is emphasized when giving negative feedback and be aware of feedback over load. In short, the rules for good feedback are:

- Be honest
- Be specific
- Be respectful
- Give balanced feedback – balance negative information with positive feedback
- Be constructive
- Formulate feedback to the receiver
- Ensure feedback informs and not directs or advises
- Don't be emotional
- Don't be judgmental
- Don't be patronising
- Don't make it personal
- Don't rush it

When to give feedback is equally as important as how you give feedback. Here are a few rules to remember

Only give feedback when you have considered?

- *Privacy* – Feedback should be given in private.
- *Mood* – Avoid giving feedback on a 'bad day' (yours or the mentee/coachee's).
- *Time* – Factor in time for the mentee/coachee to make comments and ask questions.

THE SIX STEP METHOD FOR GIVING CONSTRUCTIVE FEEDBACK[3]

Step 1: State the constructive purpose of your feedback.

State your purpose briefly by indicating what you'd like to cover and why it's important. If you are initiating feedback, this focus keeps the other person from having to guess what you want to talk about. If the other person has requested feedback, a focusing statement will make sure that you direct your feedback toward what the person needs.

For example: "I have a concern about."
"I feel I need to let you know."
"I want to discuss."
"I have some thoughts about."

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[3] **With thanks to** *Giving Constructive Feedback provided courtesy of Enrollment Services Training,Staff Development and the Work-Study Office, Boston University*

Step 2: Describe specifically what you have observed.

Have a certain event or action in mind and be able to say when and where it happened, who was involved, and what the results were. Stick to what you personally observed and don't try to speak for others. Avoid talking vaguely about what the person "always" or "usually" does.

For example: "Yesterday afternoon, when you were speaking with Mrs. Sanchez, I noticed that you kept raising your voice."

Step 3: Describe your reactions.

Explain the consequences of the other person's behaviour and how you feel about it. Give examples of how you and others are affected. When you describe your reactions or the consequences of the observed behaviors, the other person can better appreciate the impact their actions are having on others and on the organisation or team as a whole.

For example: "The staff member looked embarrassed and I felt uncomfortable about seeing the episode." "Shouting at our students is not acceptable behaviour."

Step 4: Give the other person an opportunity to respond.

Remain silent and meet the other person's eye, indicating that you are waiting for answers. If the person hesitates to respond, ask an open ended question.

For example: "What do you think?"
"What is your view of this situation?"
"What are your reactions to this?"
"Tell me, what are your thoughts?"

Step 5: Offer specific suggestions.

Whenever possible make your suggestions helpful by including practical, feasible examples. Offering suggestions shows that you have thought past your evaluations and moved to how to improve the situation. Even if people are working up to expected standards, they often benefit from ideas that could help them to perform better.

If your feedback was offered supportively or neutrally, in the "for your information" mode, or depending on the situation's circumstances, suggestions may not be appropriate. Use your common sense and offer an idea if you think the other person will find it useful. Don't drum up a suggestion for improvement just for the sake of it.

For example: "I sometimes write myself notes or put up signs to remind myself to do something." "Jill, rather than telling Ed that you're not interested in all the details, you might try asking him specific questions about the information you are most interested in."

Step 6: Summarise and express your support

Review the major points you discussed. Summarise the action items, not the negative points of the other person's behaviour. If you have given neutral feedback, emphasise the main points you have wanted to convey. For corrective feedback, stress the main things you've discussed that the person could do differently. End on a positive note by communicating confidence in the person's ability to improve the situation.

For example: "As I said, the way the group has figured out how to cover phone calls has really lessened the number of phone messages to be returned. You've really followed through on a tough problem. Please keep taking the initiative on problems like that."

By summarising, you can avoid misunderstandings and check to make sure that your communication is clean. This summary is an opportunity to show your support for the other person - a way to conclude even a negative feedback situation on a positive note.

For example: "At least we understand each other better since we've talked. I'll do what I can to make sure your priorities are factored into the schedule, and I'll expect you to come straight to me if the schedule is a problem."

SOME ADDITIONAL FEEDBACK ASPECTS TO CONSIDER

Coaching and mentoring operate at their optimum when you have developed a good relationship. For a successful relationship you should consider how you:
- Encourage respect
- Build rapport
- Set clear mentoring and coaching goals and objectives
- Adopt good communication skills
- Give and receive feedback
- Engage in the process
- Be willing to learn
- Be reflective and encourage others to

To encourage good communication you should:
- Organise your thoughts.
- Try and separate fact from feelings - if you talk about your feelings, be objective
- Plan for all eventualities – what questions might be asked of you? What reaction might this elicit? What direction might the conversation take?
- Be aware of non-verbal cues.
- Keep it simple – convey your message as simply as you can.
- Don't mind read, always ask for clarification.
- Give the other party time to reflect on what has been said.
- Listen to what the other party has to say

Giving feedback also involves listening. Good listening requires you to:
- Be alert
- Concentrate
- Don't be judgmental
- Listen to what is being said, don't talk
- Use non-verbal communication to indicate that you are listening
- Relax
- Don't interrupt
- Ask questions when it is appropriate

Remember: 'Nature gave man two ears but only one tongue, which is a gentle hint that he should listen more than he talks!' by Unknown

18. FAQ and answers

What if we just don't get on at the first meeting?

Ensure you tackle this at the next meeting – what could you be doing differently as a mentor/coach that would help your relationship? What are the areas that you seem to be clashing on and why? What can you both change, to try and accommodate each other?

What if we have tried to tackle our differences but we still can't seem to get on?

Talk to the Programme/Scheme Co-ordinator and explain the issues. It may be that you will be able to swap and/or suggest a better match for your mentee/coachee.

What if we are doing a lot of talking but not many actions are getting done?

You need to take a more challenging approach and discuss what you see, share your concerns and encourage the mentee/coachee to share their views. Remember mentoring/coaching is not just about meeting when you say you will and ticking the boxes.

We never seem to be able to meet up

Ideally, a few meetings face to face will help build up that initial rapport at the start but if meeting face to face is difficult after the first few meetings, then consider alternative ways; email, phone calls, Skype etc. This should be part of the agreement at the start.

Some things are being discussed, that are out of my comfort zone

Refer to your initial mentoring/coaching contract where you agreed what you would and wouldn't talk about – re-explain your role and what other help is out there i.e. counselling etc if needed.

The mentee/coachee is looking for answers and I don't have them

It is not your role to give them the answers. Your role is to ask them questions so that they can come up with their own options/choices and solutions.

The mentee/coachee is expecting me to do it all for them

This is not part of your role as a mentor/coach. You are there to help them set their own goals and for them to work towards them. Refer back to your contract/agreement and/or ensure you discuss this as soon as possible, so that everyone's expectations are clear.

Things feel too comfortable – we're just having a chat

Mentoring/coaching is not just about having a chat – refer back to the support and challenge model. Refer back to their action plan/PDP and ensure goals are stretching and challenging enough for them. Re-consider the questions that you ask/challenge their thinking a little more.

The mentee/coachee just wants to off load about student related issues

This is part of the relationship but **not** the only part – refer to support and challenge model as above. Encourage them to reflect on key issues causing concerns, then options/solutions, then action plan for them to tackle them. Reflect on actions next time.

This is having a significant impact on my time, is there any financial compensation for me doing this?

No. The idea is that you are doing this to support and benefit others. You too will benefit personally, through the satisfaction of having contributed to their development and seeing them grow. You should be willing to give up your time voluntarily in order to support them.

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SOME USEFUL COACHING AND MENTORING INTERNET RESOURCES

www.mentoringforchange.co.uk - Mentoring for Change – ideas and techniques

http://new.coachingnetwork.org.uk/ - The (new) Coaching and Mentoring Network

https://www.thebalance.com/coaching-questions-for-managers-2275913 - GROW model

http://www.mentoringforchange.co.uk/ - Mike the Mentor/Mentoring for change website

http://www.nwacademy.nhs.uk/sites/default/files/2a_2512011_microsoft_word_-_coaching_and_mentoring_3.pdf - NHS Leadership Academy Handbook (extract)

http://www2.wlv.ac.uk/registry/qasd/RandV/R&V%2009-10/UWBS/Collab%20Mentoring%20Handbook.pdf – A Managers and Mentors Handbook

http://www.londonleadershipacademy.nhs.uk/sites/default/files/coaching%20%20mentoring%20hanbook%20final%20version-April2014.pdf – NHS London Leadership Academy Coaching & Mentoring Handbook

http://www.is-toolkit.com/knowledge_library/kl_files/SchoolLeadersMentoringHandbook.pdf - Mentoring Handbook for School Leaders

http://www.ajoconnor.com/sites/default/files/ExecutiveCoachingHandbook_5thedition_2012.pdf - The Executive Coaching Handbook

20. Helpful diagnostics/ resources that mentors/coaches could use

Tools to help you understand mentees/coachees better.

VAK Learning Styles Self-Assessment Questionnaire[4]

Circle or tick the answer that most represents how you generally behave.
(It's best to complete the questionnaire before reading the accompanying explanation.)

1. When I operate new equipment I generally:
a)   read the instructions first
b)   listen to an explanation from someone who has used it before
c)   go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling I usually:
a)   look at a map
b)   ask for spoken directions
c)   follow my nose and maybe use a compass

3. When I cook a new dish, I like to:
a)   follow a written recipe
b)   call a friend for an explanation
c)   follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:
a)   write instructions down for them
b)   give them a verbal explanation
c)   demonstrate first and then let them have a go

5. I tend to say:
a)   watch how I do it
b)   listen to me explain
c)   you have a go

6. During my free time I mostly enjoy:
a)   going to museums and galleries
b)   listening to music and talking to my friends
c)   playing sport or doing DIY

7. When I go shopping for clothes, I tend to:
a)   imagine what they would look like on
b)   discuss them with the shop staff
c)   try them on and test them out

8. When I am choosing a holiday I usually:
a)   read lots of brochures
b)   listen to recommendations from friends
c)   imagine what it would be like to be there

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[4] With thanks to More information about learning styles, personality, and personal development is at
www.businessballs.com. With acknowledgements to Victoria Chislett for developing this assessment.

9. If I was buying a new car, I would:
a)   read reviews in newspapers and magazines
b)   discuss what I need with my friends
c)   test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:
a)   watching what the teacher is doing
b)   talking through with the teacher exactly what I'm supposed to do
c)   giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:
a)   imagine what the food will look like
b)   talk through the options in my head or with my partner
c)   imagine what the food will taste like

12. When I listen to a band, I can't help:
a)   watching the band members and other people in the audience
b)   listening to the lyrics and the beats
c)   moving in time with the music

13. When I concentrate, I most often:
a)   focus on the words or the pictures in front of me
b)   discuss the problem and the possible solutions in my head
c)   move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:
a)   their colours and how they look
b)   the descriptions the sales-people give me
c)   their textures and what it feels like to touch them

15. My first memory is of:
a)   looking at something
b)   being spoken to
c)   doing something

16. When I am anxious, I:
a)   visualise the worst-case scenarios
b)   talk over in my head what worries me most
c)   can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:
a)   how they look
b)   what they say to me
c)   how they make me feel

18. When I have to revise for an exam, I generally:
a)   write lots of revision notes and diagrams
b)   talk over my notes, alone or with other people
c)   imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:
a)   show them what I mean
b)   explain to them in different ways until they understand
c)   encourage them to try and talk them through my idea as they do it

20. I really love:
a)   watching films, photography, looking at art or people watching
b)   listening to music, the radio or talking to friends
c)   taking part in sporting activities, eating fine foods and wines or dancing

21. Most of my free time is spent:
a)   watching television
b)   talking to friends
c)   doing physical activity or making things

22. When I first contact a new person, I usually:
a)   arrange a face to face meeting
b)   talk to them on the telephone
c)   try to get together whilst doing something else, such as an activity or a meal

23. I first notice how people:
a)   look and dress
b)   sound and speak
c)   stand and move

24. If I am angry, I tend to:
a)   keep replaying in my mind what it is that has upset me
b)   raise my voice and tell people how I feel
c)   stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:
a)   faces
b)   names
c)   things I have done

26. I think that you can tell if someone is lying if:
a)   they avoid looking at you
b)   their voices changes
c)   they give me funny vibes

27. When I meet an old friend:
a)   I say "it's great to see you!"
b)   I say "it's great to hear from you!"
c)   I give them a hug or a handshake

28. I remember things best by:
a)   writing notes or keeping printed details
b)   saying them aloud or repeating words and key points in my head
c)   doing and practising the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:
a)   writing a letter
b)   complaining over the phone
c)   taking the item back to the store or posting it to head office

30. I tend to say:
a)   I see what you mean
b)   I hear what you are saying
c)   I know how you feel

Now add up how many A's, B's and C's you selected.

A's =   B's =   C's =

- If you chose mostly A's you have a VISUAL learning style.
- If you chose mostly B's you have an AUDITORY learning style.
- If you chose mostly C's you have a KINAESTHETIC learning style.

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below.

When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).

Now see the VAK Learning Styles Explanation.

VAK Learning Styles Explanation

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):

- Someone with a Visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

- Someone with an Auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

- Someone with a Kinaesthetic learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able

to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you. It also helps you to think about the learning style of others and to give you some clues to how similar or different they may be to you.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own (or their own) preferred learning style.

Please note that this is not a scientifically validated testing instrument – it is a free assessment tool designed to give a broad indication of preferred learning style(s).

Visual, Audio, Kinaesthetic (VAK) Languages

We all process information differently. Some of us are visual and process information better if we see it, some process information better if they hear it, others process best through action. This preference is often see in the language we use. For example, people who are visual will often use 'vision and seeing' references. Below are some examples:

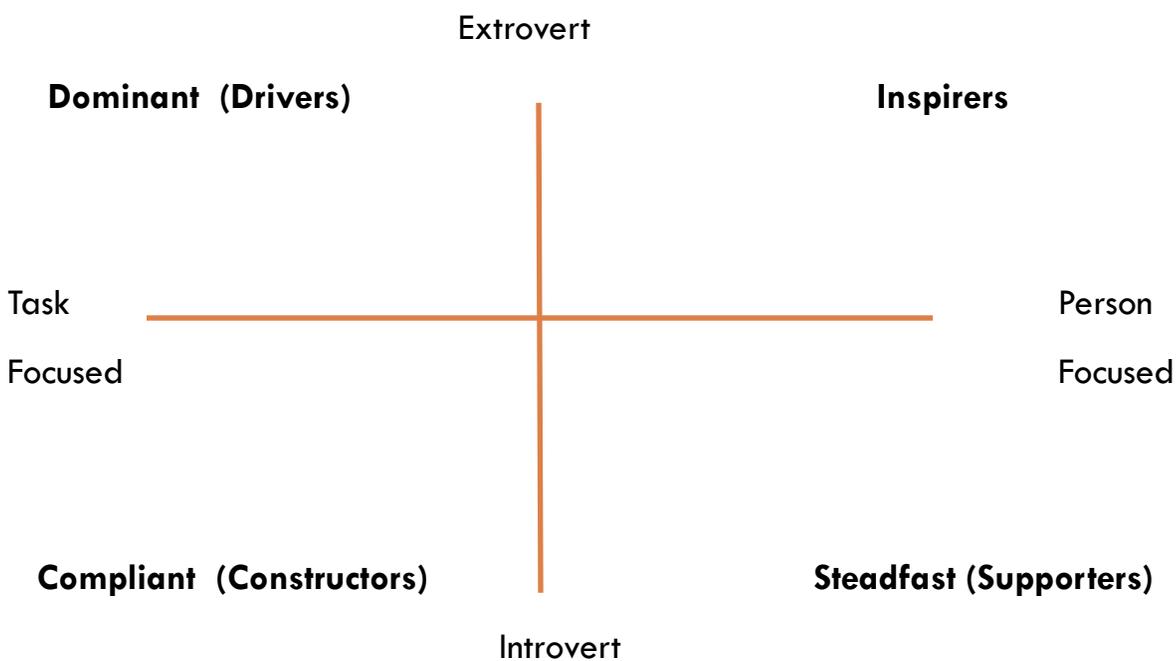| Languages	Types of word that are used
Visual language:	Look, picture, imagination, insight, scene, blank, visualisation, perspective, shine, reflect, clarify, examine, eye, focus, foresee, illusion, notice, outlook, preview, see, show, survey, vision, watch, reveal, hazy, dark, appearance, brilliant, colourful, dim, glimpse, highlight, illustrate, insight, obscure, overshadow, overview, sparkle, spotlight, vivid, mirror.
Auditory language	Say, accent, rhythm, loud, tone, resonate, sound, monotonous, deaf, ask, auditable, pitch, clear, discuss, proclaim, cry, remark, listen, ring, shout, sigh, squeak, speechless, click, croak, vocal, whisper, tell, silence, dissonant, hum, hush, mute, harmonious, shrill, quiet, dumb, question, rumble, comment, call, melodious, tone, whine, harmony, deaf, tune, musical, acoustic, buzz, cackle, dialogue, echo, growl.
Kinaesthetic language	Touch, handle, balance, break, cold, feel, firm, grab, contact, grasp, push, rub, hard, hit, tickle, tight, solid, hot, jump, pressure, run, warm, rough, tackle, seize, push, sharp, pressure, sensitive, stress, soft, sticky, stuck, tap, tangible, tension, vibrate, touch, walk, concrete, gentle, grasp, hold, scrape, solid, suffer, heavy, smooth.

DISC Personality Types

Everyone has their own communication style and will have some commonalities with other people. One way of looking at commonality and differences in communication is to look at how personality types impact on how we speak, communicate non-verbally, the modes of communication that we like to use and how we listen.

Ask yourself these questions

1. Am I an introvert or extrovert?

2. I am task focused or I am person focused?

Then plot where you would fall on this graph comprising of two continuum.

Extrovert

Dominant (Drivers)   **Inspirers**

Task   Person

Focused   Focused

Compliant (Constructors)   **Steadfast (Supporters)**

Introvert

DISC stands for Dominance, Influence, Steadiness, Compliance

Dominance

- Love is a challenge
- May be considered reckless by some
- Always ready for a competition
- Respect for authority and responsibility
- Will continually work long hours in order to resolve problems
- At their best when something is at stake
- Direct, positive and straightforward
- Can be blunt and even sarcastic – although not grudge holders
- Like to be in the spotlight
- May hurt others' feelings without realising it

- Can be bullies and over-ride others
- Often overstep authority
- Early in career may change jobs often because of ambition
- Interested in the unusual and adventurous
- Self-starters with a wide range of interests and prefer an ever-changing environment
- Most lose interest in a project when the challenge is gone and prefer others to complete the job
- Continually seek new horizons
- Dissatisfied and impatient – spread themselves thinly
- Resourceful and able to adapt in many situations

Influencer

- Outgoing, persuasive and gregarious
- Usually optimistic and see good in most situations
- Mainly interested in people, their problems and their activities
- Willing to help others promote projects as well as their own
- May sometimes lose sight of business naturally
- Become intimate and on first name terms at first meeting, with the warmth of a life-long friendship
- Will know LOADS of people
- May be name-droppers
- May make decisions based on surface analysis or emotional impulse
- Trust and accept people and motivate people to the kind of behaviour they desire in them
- Believe they can persuade and motivate people to the kind of behaviour they desire in them
- Can switch sides of an argument without showing any signs of inconsistency
- Perform well with poise and smoothness
- PR and promotion are natural to them
- May have difficulty disciplining others

Steadiness

- Amiable, easy-going, contented and relaxed
- Undemonstrative and controlled
- Not explosive or easily triggered so may conceal grievances and be grudge-holders
- Like to build close relationships with relatively small number of close friends
- Patient and deliberate
- Good neighbours and always willing to help friends
- Strive to maintain "status quo"
- Do not welcome sudden or unexpected change
- Can follow work pattern with unending patience
- Protective of close associates for whom they develop strong attachments
- Operate well as members of a team
- Co-ordinate efforts with others with rhythm and ease

Compliance

- Peaceful, adapt themselves to situations to avoid antagonism

- Sensitive and see appreciation
- Can easily be hurt by others
- Loyal, humble and non-aggressive
- Do their very best at whatever is expected of them
- Cautious and conservative
- Only make decisions when they have all available information
- Often display a good sense of timing and shrewdness in selecting the right decision
- Go to great lengths to avoid conflict
- Strive for a stable, ordered life
- Follow procedures in their work and home life
- Systematic thinkers and workers
- Precise and attentive to detail
- Orderly and predetermined
- Stick to what they know works

If you are predominantly D, I, S or C, what does this mean in terms of:

Values to the organisation:

D - Accomplishing results in spite of opposition or antagonistic circumstances
I - Influencing people to act positively and favourably
S – Steadiness in performing work to consistently produce in a predictable manner
C – Compliance with policy and standards to avoid error, conflict and danger

Management Style:

D – Directive
I – Motivating
S – Organising
C – Rule enforcement

Sales/Negotiation:

D – Closing a sale
I – Opening/presenting/relationship building
S – Service and support
C – Details and features

What they want and need:

D – Freedom and authority, power, material rewards
I – Popularity, good relationships, favourable working conditions, group activities, prestige and title
S – Appreciation, sincerity, structure, secure environment, recognition for loyal service
C – An ordered environment, reassurance, all the facts, personal attention, no change for change's sake

What they fear:

D – Failure
I – Rejection
S – Insecurity
C – Conflict

DISC – "People like People, like Them"

How to modify your behaviour to respect the other's style:

Dos for D's
Focus on facts not feelings. Negotiate. Focus on business. Challenge them

Don'ts for D's
Tell them what to do. Give too much detail or too many rules. Take too long to tell them things

Dos for I's
Ask how they are feeling. Recognise their ideas or input. Talk opinions and ideas. Recognise them

Don'ts for I's
Argue. Allow them to lose respect or self-worth. Talk facts without feelings

Dos for S's
Ask them questions and listen. Support them. Use a steady pace. Offer guarantees. Appreciate them

Don'ts for S's
Introduce rapid change. Change routine or environment. Rush them

Dos for C's
Provide proof. Be systematic and organised. Give things in writing. Protect them by giving rules

Don'ts for C's
Leave out the details. Be too general. Rush decisions or make sudden changes

For further information, there are on-line questionnaires that can be bought to determine your DISC preferences, for example https://www.discinsights.com/whatisdisc and here is an interesting YouTube clip explaining the different DISC behavioural profiles further https://youtu.be/qTocG-cBA3M

Non-Verbal Communication

Our non-verbal communication is just as important as your verbal communication. However, when we use non-verbal communication we must remember that we need to take a BASELINE of the mentees/coachees normal non-verbal communication. We also must remember that non-verbal communication are hints and not definitive, so use non-verbal cues as a hint to ask a question referring to their physical or psychological wellbeing.

*B*reathing – The rate of breathing changes if anxious or upset.

*A*dapters -   Behaviours that denote stress, anxiety or distress, for example, tugging at ears, playing with one's hair, clicking a pen etc.

*S*weating -   Sweating more than normal is a sign of anxiety or distress

*E*ye Contact -   Lack of eye contact can indicate that a person is telling lies or is distressed. Eye movement can also denote the type of information an individual is processing and how. *(See eye accessing cues below)*.

*L*eakage -   Movement below the waist, which includes foot tapping, leg movement or crossing, is known as leakage and may be a sign of distress.

*I*ndicators -   Indicators of a person's state. Tearfulness suggests distress; doodling on a piece of paper can indicate boredom etc.

*N*odding -   Nodding can suggest two things. 1) agreement with what is being said; 2) it can denote a person is falling asleep. Make sure not to confuse one with the other!

*E*xpressiveness -   Facial expressions suggest a person's emotional state. However, facial expression and their interpretation are governed by cultural differences and this should be recognised if judging emotional state from expressiveness.

*S*pace -   Interpersonal space can indicate how comfortable people feel in the presence of others. The closer they sit or lean toward the other, the more comfortable they feel. Again interpersonal space is governed by cultural norms and this should be recognised.

Eye Accessing Cues

Visualisation of information takes two forms; remembering information or constructing information. This can be auditory information, how things sound; visual information, what thing look like or kinaesthetic information, which is how things feel. (Back to VAK mentioned earlier!) Eye accessing cues or lateral eye movements (LEMs) provide information about the type of information a person is processing. The figures below show the eye movements made for each type of information processing.
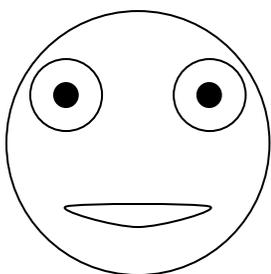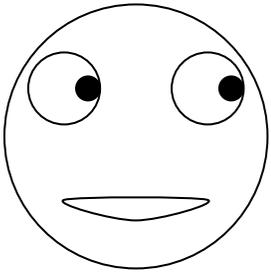

Visualisation
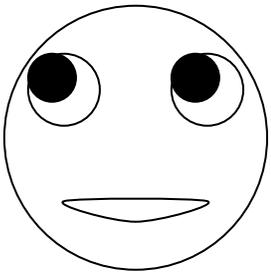
Example: Imaging something that is being described to you.
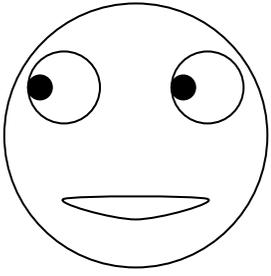
Auditory Constructed Sounds

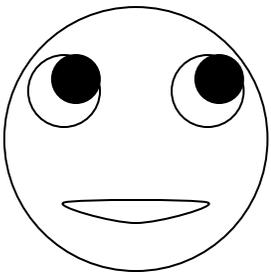Example: What would 'Jingle Bells' sound like played on a xylophone?

Auditory Remembered Sound
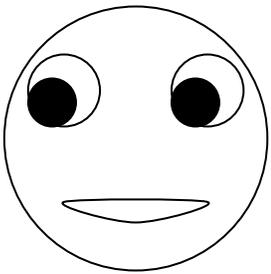
Example: What does your mobile phone ring tone sound like?

Images Visual Constructed

Example: Visualising what your office would look like if you moved the desk and put in some bookcases and plants.

Visually Remembered Images

Example: Accessing information such as what colour jumper you wore yesterday or the colour of your manager's hair.

Kinaesthetic

Example: Imagining bodily feeling and sensations, like what it may feel like to walk over hot coals.
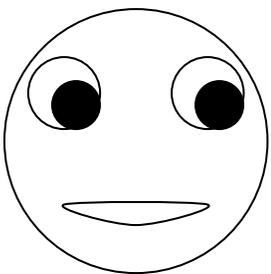
Auditory Digital

Example: This is internal dialogue; such as your thoughts about reading.

Looking at eye movements can help identify when people are avoiding eye contact, feeling uncomfortable, processing information or constructing information. When people tell lies they use constructing eye movements, whereas when they are dealing with emotions they use remembering, kinaesthetic and digital auditory eye movements.

Examples of GROW Questions (Whitmore 2002)

Goal **R**eality **O**ptions **W**rap up/**W**ill

Here are some examples of GROW questions you might want to use during each stage of the GROW model. They certainly aren't intended as an exhaustive list and the questions you will ask during your mentoring/coaching conversations will be determined by the dialogue you are having with your mentee/coachee at any one point in time.

Goal

What do you want to achieve?
What is important to you right now?
What would you like to get from the next 30 minutes?
What areas do you want to work on?
Describe your perfect world.
What do you want to achieve as a result of this session?
What will make you feel this time has been well spent?

Reality

Where are you now in relation to your goal?
On a scale of 1 -10 where are you?
What has contributed to your success so far?
What skills/knowledge/attributes do you have?
What progress have you made so far?
What is working well right now?
What is required of you?

Options

What are your options?
How have you tacked this/ a similar situation before?
What could you do differently?
Who do you know who has encountered a similar situation?
Give me 5 options
If anything was possible what would you do?
What else?

Wrap up/Will

Which options work best for you?
What one small step are you going to take now?
What actions will you take?
When are you going to start?
Who will help you?
How will you know you have been successful
How will you ensure that you do it?
On a scale of 1 -10 how committed /motivated are you to doing it?

Taken from: Whitmore (2002) Coaching for Performance/GROWing Human Potential and Purpose

An example Personal Development Plan (PDP)

Where am I going? How am I going to get there? What do I need for the journey? How will I know when I'm there?

Objective	Why	How/Actions	Collaboration	Criteria	Target
What do I want/need to learn?	*Why do I want/need to learn it?*	*What do I need to do to achieve this?*	*Who else needs to know/can help me?*	*How can I measure successful completion?*	*What are the target dates for review/completion?* **Now targets met, what else do I need to do?**

Remember to build on strengths as well as development needs

Remember to keep things S.M.A.R.T