



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022

Module BMPF7061

Coaching and Mentoring

Day 2

*Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales*

www.uwtsd.ac.uk



Agenda

- ✓ Coaching and mentoring skills, attributes, qualities
- ✓ Values and beliefs
- ✓ Emotional intelligence

Coaching and mentoring...

Activity

In your groups discuss, agree and record the qualities, characteristics and skills each of the following should possess:

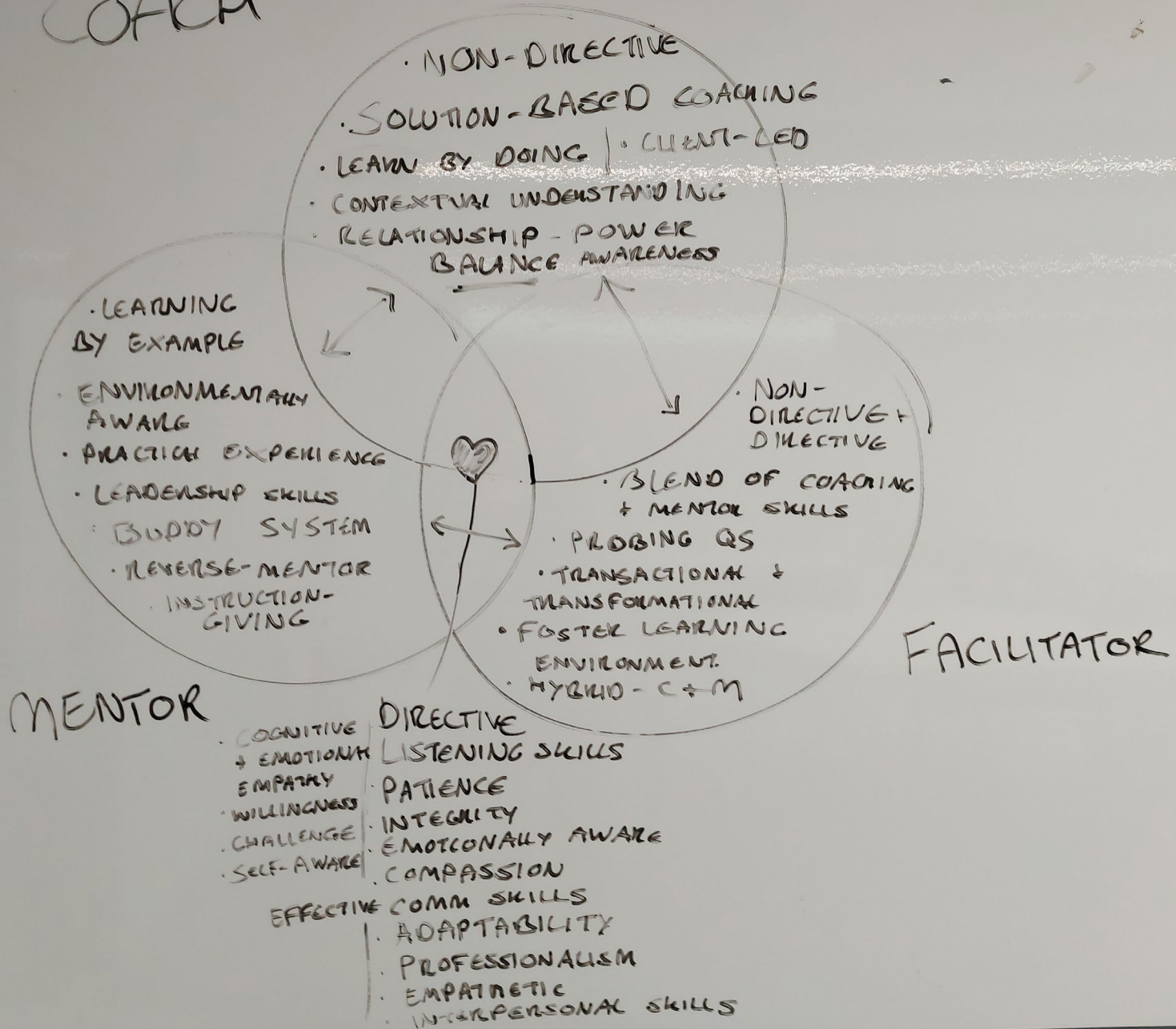
- **Coach**
- **Mentor**
- **Facilitator**



Activity – in groups



COACH



Activity

Benefits of coaching and mentoring to:

The coachee/mentee

The coach/mentor

The coachee's/mentee's organisation



Essential skills and qualities...

Demonstration of excellent **interpersonal** skills:

Observation skills and a genuine **affinity** for people

Empathy

Patience

Sensitivity

- ✓ **Building rapport and listening**
- ✓ **Giving and receiving feedback**
- ✓ **Using effective **questioning** techniques**

Example of tools and models that can help develop effective intrapersonal and interpersonal skills



- ✓ **Emotional Intelligence**
- ✓ **Johari window**
- ✓ **Learning Styles**
- ✓ **VARK learning preference**
- ✓ **NLP**

Values activity

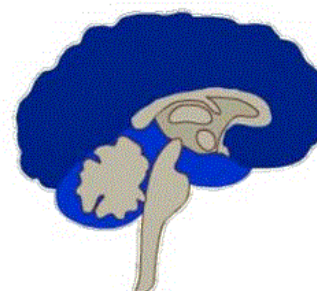
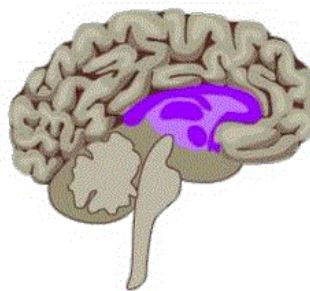
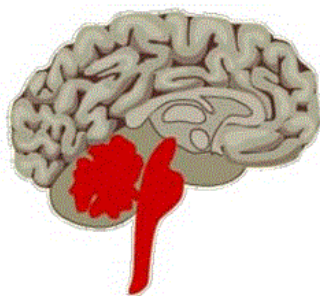


Emotional intelligence



Triune Brain Theory

Lizard Brain	Mammal Brain	Human Brain
Brain stem & cerebellum	Limbic System	Neocortex
Fight or flight	Emotions, memories, habits	Language, abstract thought, imagination, consciousness
Autopilot	Decisions	Reasons, rationalizes



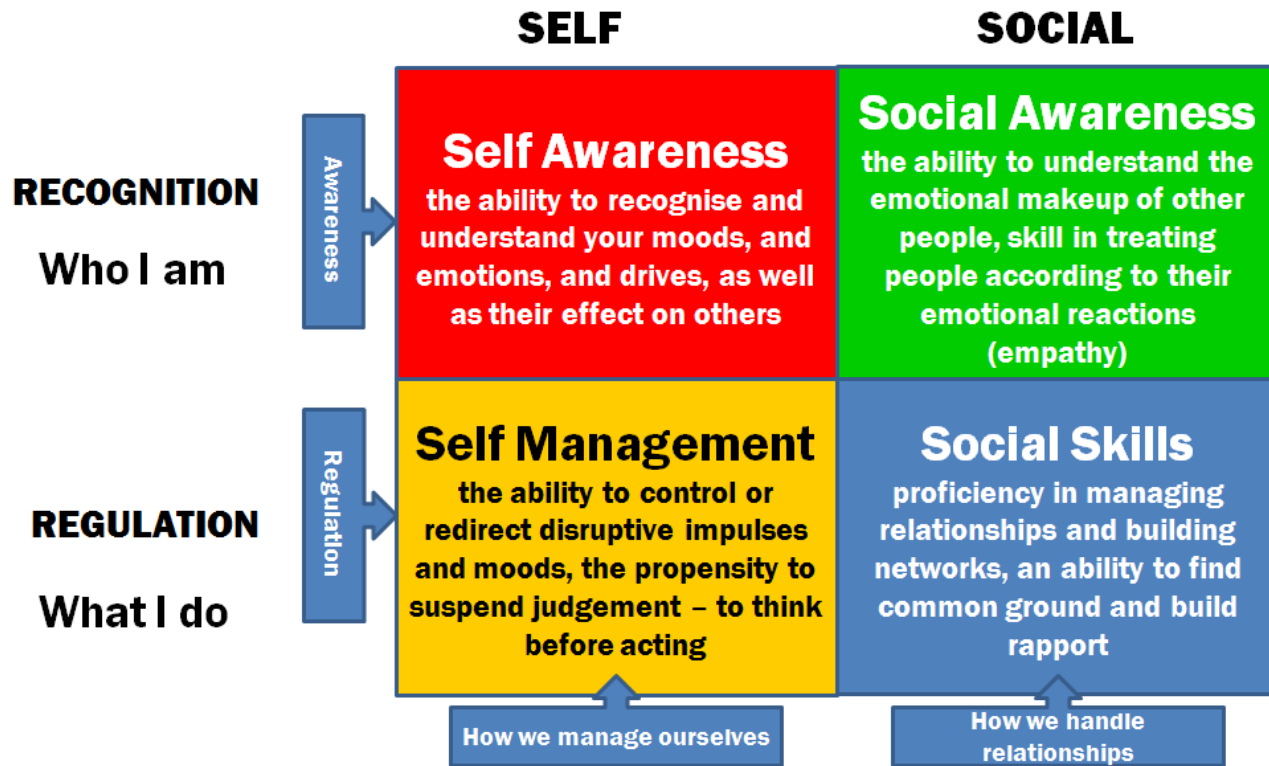
The Triune Brain in Evolution, Paul MacLean, 1960

What is Emotional Intelligence?

“A form of social intelligence that involves the ability to monitor ones own and others’ feelings and emotions, to discriminate among them, and to use this information to guide ones thinking and action.”

Peter Salovey and John Mayer (1990)

Four Domains of Emotional Intelligence



(Goleman 2009)

Letter to parents from Headteacher at Coates Lane Primary School

Headteacher: Mrs. S White
22nd January 2021

Dear Parents/Carers,

Today I write to you as a mother first. This week has been tough. Week 3 of the Lockdown and as a parent I have felt the strain this week. My own two children have been set an immense amount of work from their school and I literally haven't been able to keep up with it. Between juggling my own job, my children's school work and generally surviving a pandemic, I really felt the strain this week.

Times are tough at the moment...our mental health is taking a battering. The dark, cold and rainy/snowy weather hasn't helped so we need to support each other and get through this together.

You are probably wondering where I am going with this...

Well, my main reason for writing is to say WELL DONE! You are surviving a pandemic! Whatever your personal circumstances, we think you are doing a great job! If your child has had lots of microwave meals, stayed up too late, played too much on the xbox and not finished all their school work....THAT'S OK! We know our pupils are safe, loved and cared for and that is the most important thing at the moment. We know that we've got high expectations here and we've set a lot of work each week. All we ask is that you do your best. If your best is a quick 30 minutes of reading or times tables here and there...that's ok! If you want to do all the work we set...that's ok too. Please do not let school work put any extra pressure on you when you are trying to hold down jobs, earn a living and keep your children safe. Everyone's circumstances are very different and we appreciate that.

Finally, we may be 'closed' to lots of pupils but we are still here emotionally for all of our families. If you need support...a chat...a virtual cuppa, a cry...we are here!

Take care, stay safe and remember we think you are all doing amazing!

Kind regards

Mrs White

Headteacher

Disney PIXAR
**INSIDE
OUT**



Disney

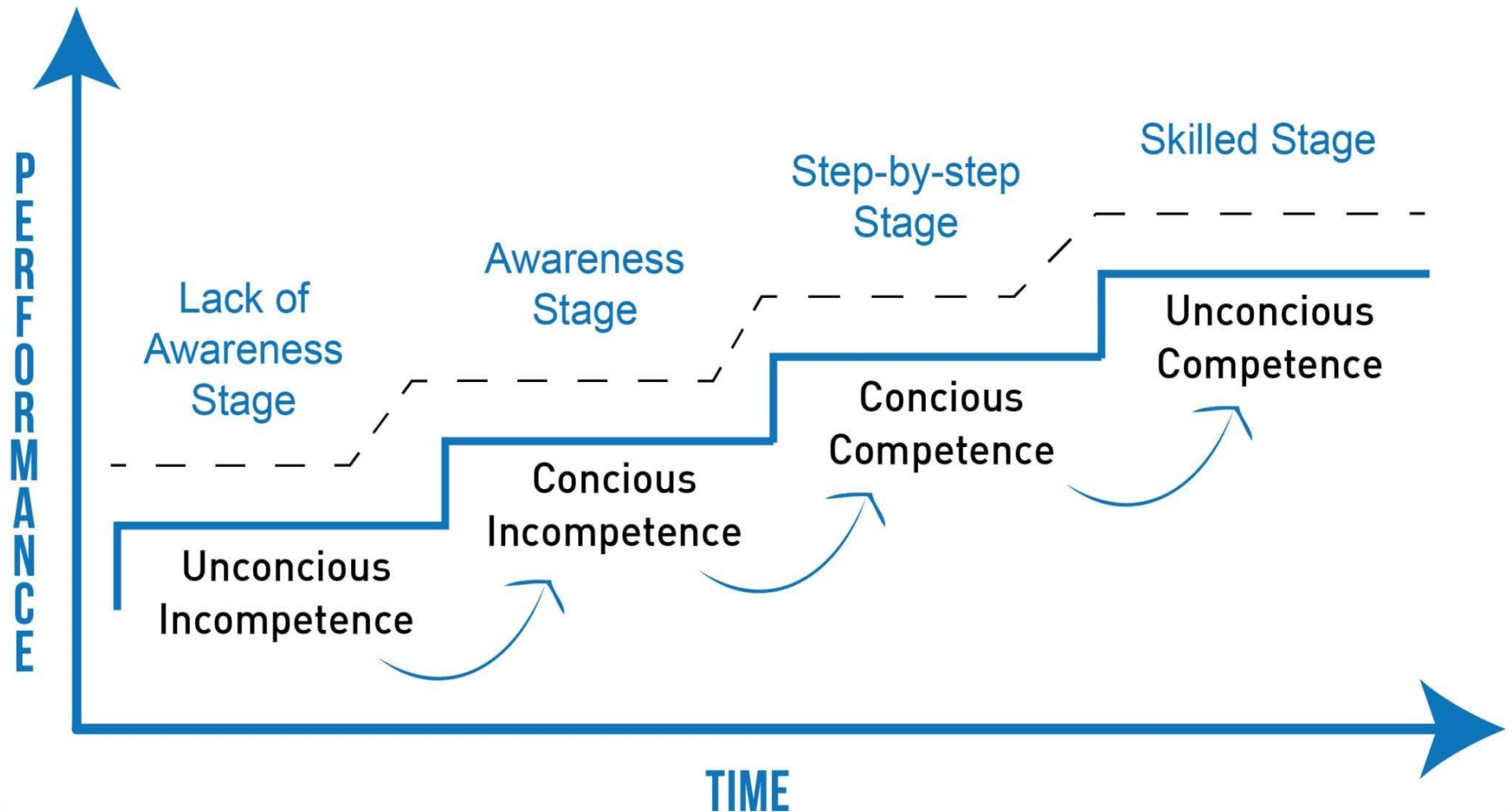


Developing own emotional intelligence

“First, the ineffective behavior must be brought into ***awareness***. Next, a new or more effective behavior must be ***identified*** and finally the new behavior must be consciously rehearsed over and over until it is ***mastered*** and becomes unconscious”

Daniel Goleman, “*Can emotional intelligence be learned*”

Conscious Competence model

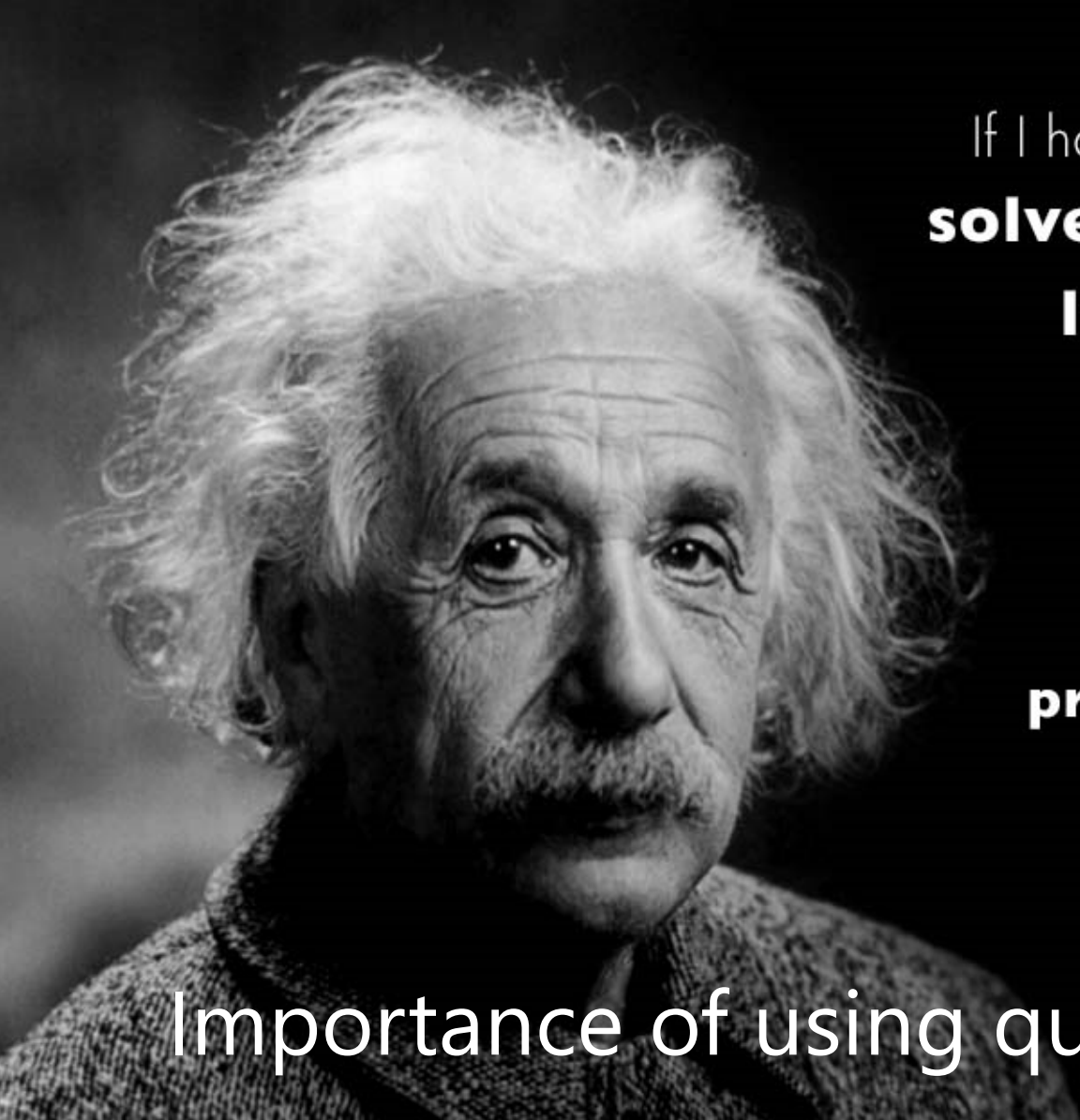




Limiting or empowering

Limiting or empowering

Questioning skills...and the qualities of a good listener



If I had an hour to
solve a problem and my
life depended on it,
I would use the
first 55 minutes
determining the
proper questions to ask.

Albert Einstein

Importance of using questions

coschedule.com

LISTEN



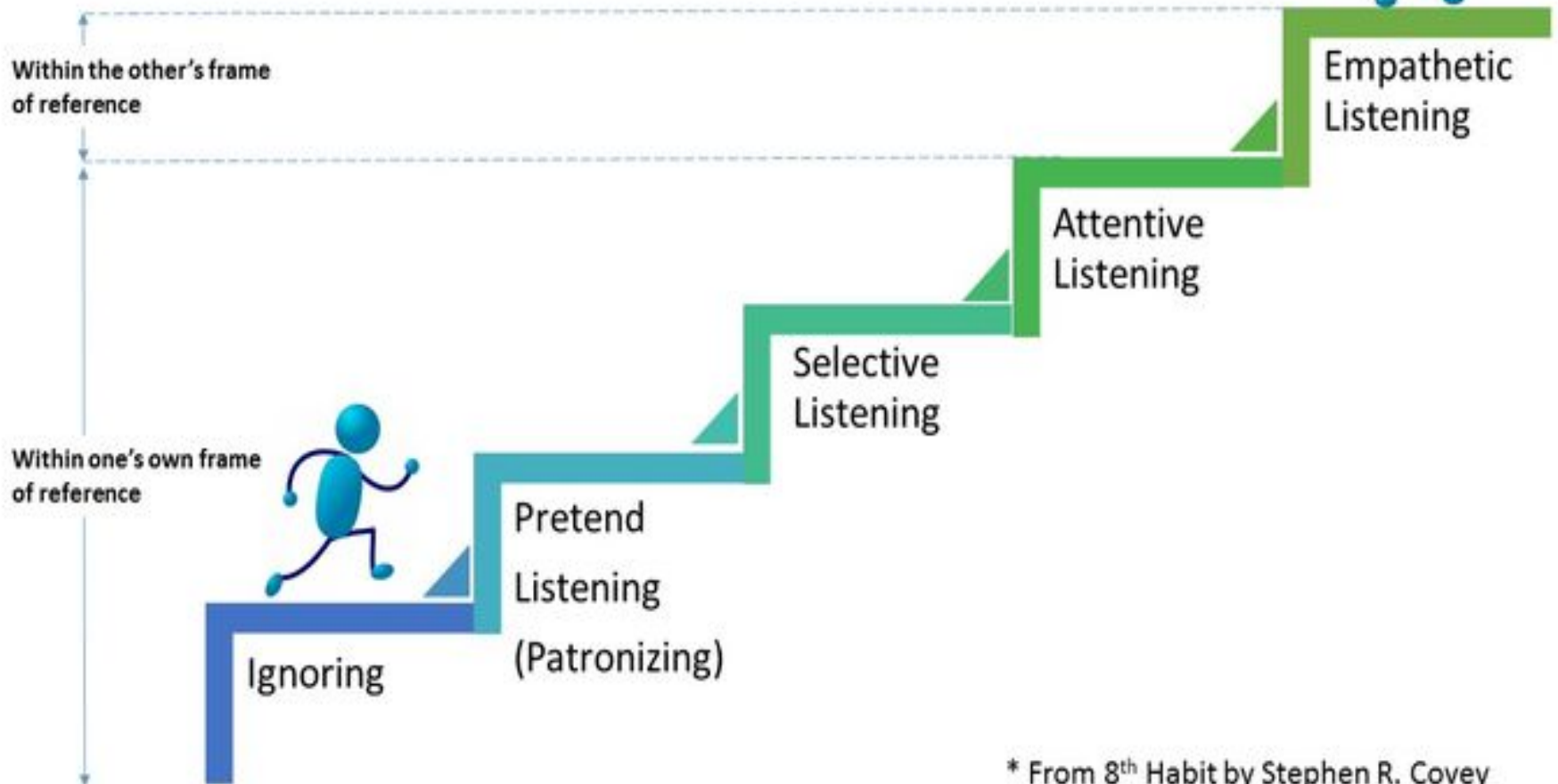
SILENT



Active listening

- Being able to hear what is said as well as what is **not** being said
- Requires **astute observation** to be in touch and in tune with who is saying what, how, when and to whom
- Careful listening enables you to acquire a “helicopter-level” perspective and **holistic view**
- Able to **focus** on the problem and as well as on the **development** of the **individual**

Listening Continuum



* From 8th Habit by Stephen R. Covey

Recap

- ✓ Coaching and mentoring skills, attributes, qualities
- ✓ Values and beliefs
- ✓ Emotional intelligence

Gwerthusiad – Plws / Delta

Evaluation – Plus / Delta

