



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

Welcome to Mentoring and Coaching Day 3

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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Welcome

- How are you getting on?
- What concerns have you got?
- How can we help?

A reminder of what we're offering

- 30 Credit Module
- At levels 4 to 7
- Consists of:
 - 4 Delivery Days
 - Module Material
 - Access to our Virtual Learning Environment Support from your Tutor
 - Observed mentoring session with feedback

Write what you see to be the benefits of mentoring or coaching to:

Your organisation

The employee who is mentored or coached

Employees who coach or mentor others

Potential issues

- There are issues that could arise during coaching and mentoring that may have negative effects. Can you identify any of these?

Key Mentoring and Coaching Skills

- Building Rapport
- Listening
- Powerful Questions
- Constructive Feedback

Building Rapport

- Why build rapport?
- How can we build rapport?
- What if it doesn't work?

Listening Skills

We hear with our ears

We listen with our minds

Levels of Listening

- Passive/ignoring
- Responsive/indicating
- Projective/selective
- Misunderstood/interpretation
- Attentive/facts and analysis
- Active/understanding and showing
- Empathic/fully understanding

Active listening

- Form a “mental picture” of what the client is saying
- Ask questions to further fill out the picture, avoid importing your own preconceived ideas
- Be prepared to constructively challenge the clients thinking
- Do not jump too quickly to conclusions and solutions
- Give the client space to reflect and express their thoughts, whilst staying in control of the overall process and flow of information

The Perfect Question?

‘Can you tell me more...?’

‘What else...?’

Using the mentee’s own words

Powerful Questions

Probing

past

- 'what led to this?

future

- 'what's the best possible outcome?'

pattern

- 'have you experienced this before?

emotion

- 'how do you feel?'

others

- 'how do they feel?'

focus

- 'why is this significant for you?'

observations-

'you mentioned this earlier...
tell me more.'

Process not content

- The Mentor is responsible for the process.
- The Mentee is responsible for the content.
- Beware of getting “content seduced” !

Unhelpful Questions

Closed Questions: restate with 'how' or 'what'

'Do you have time to take on that project?'

becomes

'How would your life change if you take that on?'

Unhelpful Questions

Advice as a Question:

Shouldn't you...?

Couldn't you...?

Don't you think...?

If the second word is 'you' it's probably not
a powerful question

Unhelpful Questions

Leading Questions

‘How do you feel about that: annoyed?’

convert

‘How do you feel about that: annoyed, relieved?’

What to watch out for:

Leading the witness

- *“Don't you think you should..?”*

Judgemental questions

- *“Is that idea going to be any good?”*

Multiple questions

- *“What difference do you want to make, how important is it to you ,and what will stop you achieving it?”*

Identify & convert

Do you have knowledge to write that?

Couldn't you get fit by joining a gym?

Why did you refuse that support?

How did you feel: upset?

Constructive Feedback

In order to ensure feedback is a positive and helpful experience:

- make sure you are in rapport with each other
- ask the receiver what their experience was
- be specific when referring to behaviours
- use open questions and the receiver's own words
- don't be so diplomatic that the message is lost
- assure your partner that you are trying to help
- remember, this is only your opinion
- work as a team

The work that you need to complete

1. You have researched and reviewed current best practice and identified the best mentoring processes and tools available **that fit with the needs and culture of your organisation / place of work**. This formed the basis of the first piece of written work.
2. You will be observed carrying out a mentoring/coaching discussion. Formative feedback from you, the observer and mentee will be used in your second piece of written work.
3. You will need to establish a mentoring/coaching programme within your organisation and review its efficacy. This reflection forms the basis of the second piece of written work.
4. You will need to successfully complete all elements of the assessment in order to achieve the 30 credits.

Pairs Exercise

- Take it in turns to act as mentor and mentee
- Mentor to ask the mentee about a change or transition they are currently facing or are likely to face in the future
- Run the process for 15 minutes each way
- Offer the mentor constructive feedback on how the process felt as a mentee

Wrap up and Next Steps

- Consider the concerns and issues from this morning – have we addressed them?
- What's next

Evaluation – Plus / Delta

- We would like you to provide us with feedback on this induction programme.
- Please discuss and flipchart:
 - What was positive about the programme
 - What we need to change