



Mentoring & Coaching

Introduction to the module – mentoring in context



Aims of the session

- To introduce the concepts of mentoring and coaching
- To develop an awareness of the role of mentoring within a PCET context
- To explore a range of models and methods for mentoring provision



Timeline activity

- On a piece of paper draw a timeline as indicated below from your earliest memories to the present time

Childhood

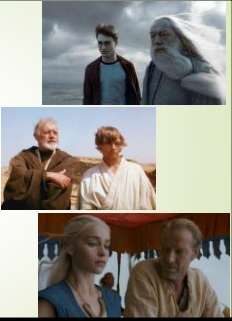
Present



- Note down on your timeline any significant events that have impacted upon you
- Now note down any key individuals that have helped you along the way
- Consider at what point they have entered your timeline and why
- Are there any individuals on your timeline that you would consider mentors or coaches? Why?

TASK

- Can you list as many mentoring relationships as possible that you are familiar with. These can be from film, television, famous celebrities, wherever!
- What do the mentors all seem to have in common?



Question – why might someone want to become a mentor?

- To confirm value of experience through sharing
- To clarify knowledge
- Altruistic reasons – to support another person
- Challenge
- A sense of 'giving something back'
- to help develop your leadership and managerial skills

Question – Why might someone want a mentor?

- To develop their understanding and awareness of a specific area
- To bridge a gap in knowledge or skills
- To help their own professional maturation
- To overcome an obstacle or roadblock in their career path
- To seek the support of another person

The concept of mentoring

Mentor was the friend, adviser and protector of Telemachus, son of Odysseus in Homer's *Odyssey*.

Depicted as a reliable advisor who is endowed with wisdom.



TASK

- Read through the extract provided and outline the functions undertaken by the practitioner in their role as mentor

Roles

- Coaching
- Caretaking
- Networking
- Counselling



Current Meanings – some of the descriptions offered, not definitive

- Someone "who guides and teaches" (as opposed to a supervisor who oversees) (Wilkins 1990)
- A mentor is "an experienced adult who benefits and guides a less experienced adult." (Fagan and Walter, 1982)
- "Mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competencies gained". - Audrey Collin
- Mentoring is "A mutual relationship with an intentional agenda designed to convey specific content along with life wisdom from one individual to another. Mentoring does not happen by accident, nor do its benefits come quickly. It is relationally based, but it is more than a good friendship...mentoring is not two people who just spend time together sharing". - Thomas Addington and Stephen Graves



- "Mentoring is a supportive learning relationship between a caring individual who shares knowledge, experience and wisdom with another individual who is ready and willing to benefit from this exchange, to enrich their professional journey". - Suzanne Faure
- "The purpose of mentoring is always to help the mentee to change something - to improve their performance, to develop their leadership qualities, to develop their partnership skills, to realise their vision, or whatever. This movement from where they are, (here), to where they want to be (there)". - Mike Turner
- "Mentoring involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging" - David Clutterbuck



Four basic styles of helping

Source: Clutterbuck, D. (1983)





Criteria for Mentoring

- An intentional process
- A nurturing process which fosters the growth and development of the protégé towards full maturity
- An insightful process in which the wisdom of the mentor is acquired and applied by the protégé
- A process in which the mentor serves as a role model for the protégé
- A supportive and protective process in which the mentor guards the interests and wellbeing of the protégé. Hence, key aspects of the relationship are encouraging, counselling and befriending

- Mentoring relies on people developing their own solutions
- Experiences of a mentor should enable the mentee to become self reliant, to grow.
- Effective questioning skills to allow reflection
- Personal reflective space

How do organisations use mentoring?

- To develop individuals in specific areas such as leadership
- To support individuals who may be new to a role or who are transitioning
- To develop talent and broaden understanding
- Succession planning
- To help an individual after a challenging experience
- Learning and professional development in the absence of other options

The mentoring process

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graph LR; A((Exploration)) --> B((New understanding)); B --> C((Action planning))
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Models for Mentoring

■ Apprenticeship model

■ Competency model

■ Reflective practitioner

TASK – can you think of situations where each of the above mentoring models may be used?

Types of mentoring approaches

■ One-to-one

■ Group

■ Peer

■ Non-peer

■ Face-to-face

■ Electronic/online

■ Volunteer or paid

■ Reverse mentoring

TASK – Can you think of any advantages/disadvantages of these types of mentoring approaches?

TASK

■ What would you say are the key skills that someone engaged in a mentoring role requires?

The top 10 mentor competencies

Self-awareness
(understanding self)

Communication
competence

Sense of
proportion/good
humour

Interest in developing
others

Business/professional
savvy

Conceptual
modelling

Behavioural
awareness
(understanding
others)

Goal clarity

Commitment to own
learning

Relationship
management

Emotional
Intelligence

What has the research said about what works?

- Clear rationale and purpose
- A good understanding of the developmental climate within the organisation
- Establish a formal structure to administer the programme where possible
- Effective participant selection
- Effective measurement and review

Some factors which have been found to be important when engaged in mentoring.

These are all activities in which you engage when mentoring anyone from a pupil to a colleague. It is what you do.

- Building trust
- Showing empathy
- Active listening
- Using influence tactics
- Helping others set goals
- Monitoring performance
- Giving feedback

Further reading/references

- Clutterbuck, D. (2014), *Everyone Needs a Mentor*, 5th Ed., London: Chartered Institute of Personnel Development.
- Dayloz, L. A. (2012), *Mentor: Guiding the Journey of Adult Learners*, 2nd Ed., San Francisco: Josey-Bass/Wiley.
- Gravells, J. and Wallace, S. (2007), *Mentoring in the Lifelong Learning Sector*, 2nd Ed., Exeter: Learning Matters.
