



PCET Mentoring & Coaching

Mentoring, Coaching and the PCET Professional



Aims of the session

- To consider the skills and personal attributes required to become an effective mentor/coach
- To determine the challenges and barriers that can prevent engagement with the support process
- To develop an understanding of contemporary issues in relation to mentoring and/or coaching

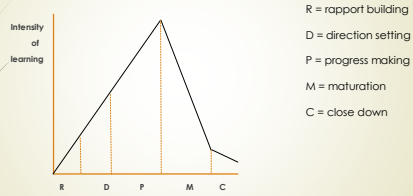


Traditional Stages of mentoring

(Brockelbank 2006)

Phase	Definition	Turning points
Initiation	Beginning stage of the relationship (approx. 6 months)	Establishment of concrete expectations, expectations are met, opportunities for interaction
Cultivation	2-5 years – maximum range of career and psychosocial functions are provided	Beneficial for the relationship for both parties, emotional bond deepens and intimacy increases
Separation	6-24 months after a significant change in the structural role relationship.	More autonomy required by the mentee, blocking prevents positive relationships
Redefinition	An indefinite period after the separation phase	New relationships formed and stress of separation is diminished. Peer status is achieved.

Clutterbuck (1998) Model of the evolution of the mentoring relationship



Carruthers (1993)

- formal, where a mentee is dependent on the mentor's guidance;
- cautious, where mentee is likely to begin to feel confident in completing tasks alone;
- sharing, where the mentee's opinion is respected as much as the mentor's
- open, where both recognize the expertise of the other and this is openly acknowledged;
- beyond, where the relationship evolves into a friendship of equals.

Transformational mentoring model (Hay 1995)

- Alliance - getting to know each other and establishing a contract, the all-important building of a relationship within agreed boundaries.
- Assessment - a reminder of Dicken's character Fagin, who 'assessed the situation' including the context and the 'dream'. This is the story.
- Analysis - a chance to see things differently and become aware of potential opportunities and problems.
- Alternatives - exploring options, even silly ones, and challenging or confronting.
- Action planning - what each option means and selecting.
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- Appraisal - review the actions from last session.

Cyclical mentoring model (adapted from Page and Wosket 1994)

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graph TD; Contract((Contract)) --- Focus((Focus)); Focus --- Space((Space)); Space --- Bridge((Bridge)); Bridge --- Review((Review)); Review --- Contract
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European Mentoring and Coaching Council (EMCC) Code of Practice

1. Mentoring is a confidential activity, in which both parties have a duty of care towards each other.
2. Both mentor and protégé should be volunteers: either may dissolve the relationship if they feel it is not working. However, they have a responsibility for discussing the matter together and coming to a mutual agreement about the ending.
3. The mentor's role is to respond to the protégé's developmental needs and agenda; it is not to impose his or her own agenda.
4. Mentor and protégé should respect each other's time and other responsibilities, ensuring they do not impose beyond what is reasonable.
5. Mentor and protégé should also respect the position of third parties, other members and colleagues.
6. The mentor should not intrude into areas that the protégé wishes to keep off-limits, unless invited to do so. Mentors should check this out with protégé and, where appropriate, suggest that protégé seek counselling.
7. Mentor and protégé should be open and truthful to each other about the relationship itself, reviewing from time to time how it might be more effective.
8. Mentor and protégé share responsibility for the smooth winding down and proper ending of their relationship, when it has achieved its purpose, or renegotiating a future relationship.

Mentoring skills – as a client what is important?

- Congruence
- Self – disclosure but in appropriate amounts
- Managing emotion – responsibility, expressing it
- Receiving feedback

Skills as a mentor/coach

- Contracting
- Listening
- Restatement of client/mentee's story – why?
- Summarizing
- Questioning
- Empathy
- Feedback

Types of questions

- Open
- Closed
- Rhetorical
- Probing
- Multiple

Can you think of examples of each and any advantages/limitations to using these in a coaching/mentoring scenario?

The Johari Window

Johari Window

	Known to self	Not known to self
Known to others	Arena	Blind Spot
Not Known to Others	Façade	Unknown

Feedback skills

- Clarity
- Start with the positive
- Be specific, avoid general comments
- Select priority areas
- Focus on behaviour and not the person
- Refer to behaviour that can be changed
- Aim for description rather than evaluation
- OWN IT!
- As close to the event as possible except in some circumstances
- Should give value to the client
- Needs to be about what is said rather than why
- Leave recipients with a choice – do they want to act on the feedback?
- Limit negative feedback

Ethics

- Coaching/mentoring as a profession
- 2008 Global Convention on Coaching called for a dialogue regarding the role of ethics in the future of coaching
- More difficult and necessary to establish correct ethical behaviour in a mentoring /coaching role – why?
- What type of ethical issues might we see in a coaching/mentoring context?

4 key areas of ethical concern as noted by Rubenstein (2006)

- Contracting
- Confidentiality/boundary management
- Misrepresentation
- Conflict of interest

Ethical practice – some guidelines

- European Mentoring and Coaching Council
- International Coach Federation
- Association for Coaching
- Association for Professional Executive Coaching and Supervision
- International Association of Coaching
- Worldwide Association of Business Coaches

Common themes

- Do no harm
- Duty of care
- Understand and respect your own limits
- Respect and keep the interests of your clients
- Respect the law
