City College Mentor and Coaching workshop for Assessors
What is a mentor?

- A “Mentor” is someone (offline) who helps a new employee understand the company, its values, the way things work, where to go, what to do – supports the new employee orientate quicker in the new environment and culture.

- It’s a relationship in which a more experienced colleague shares their greater knowledge to support the development of an inexperienced member of staff.
The role of a mentor?
The responsibilities?
Benefits?
What kind of Mentor are you?

• Who am I?

Activity

• 1- Mentoring Style
• 2- Competencies Self assessment
Coaching?

• Coaching is based on one-to-one discussions

• To release a person’s potential, to help them learn rather than teach

• To enhance an individual’s skills, knowledge, or work performance.

• Difference between a Mentor and a Coach?

• Mentor = doing and telling and Coaching = helping without telling
Coaching is......

• Coaching is a development technique based on the use of one-to-one discussions to enhance an individual’s skills, knowledge or work performance.

• CIPD 2017
The directive non-directive continuum

Mentoring Vs. Coaching

Telling (Directive):
- Telling Someone What to Do
- Solving Someone’s Problems
- Offering Guidance

Giving Advice

Mentoring

Asking (Non-Directive):
- Asking Questions
- Helping Another to Solve Their Own Problems

Coaching
<table>
<thead>
<tr>
<th><strong>Mentor</strong></th>
<th><strong>Coach</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A planned pairing of a more skilled or experienced person (usually in the same field of work) with a less experienced person.</td>
<td>Coaches need not have first-hand experience of the coachee's line of work. The coach can be an independent external expertise coach</td>
</tr>
<tr>
<td>Ideally no line management relationship.</td>
<td>Line managers can use coaching techniques successfully in the development of team members.</td>
</tr>
<tr>
<td>Provide direction and advice and should 'open doors'</td>
<td>Coaches will ask 'powerful' questions and not offer or give advice.</td>
</tr>
<tr>
<td>A neutral 'sounding board', assure total confidentiality, no agenda other than assisting their mentees in their development and to reach their goals.</td>
<td>A variety of backgrounds and expertise that ties in with the company objectives.</td>
</tr>
<tr>
<td>Helping develop careers, skills and expertise often drawing upon their.</td>
<td>Help you to learn rather than by “teaching” you. Engage and develop insights leading to enhanced effectiveness.</td>
</tr>
</tbody>
</table>
Mentoring is a structured process for supporting professional learners through significant career transitions.

Specialist coaching is a structured process for enabling the development of a specific aspect of a professional learner's practice.

Co-coaching is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.

This diagram has proved useful to colleagues in reflecting on existing practice and deciding on a direction for further development. It's not prescriptive.
Effective Listening

Communication Skills

Listening?

- We can speak at 125 words per minute
- We can listen at 400 words per minute
- We think at 1000 words per minute.
Activity!

L.. 
I.. 
S.. 
T.. 
E.. 
N..
Listening

- Be prepared to listen, be interested, listen actively
- Use attentive body language
- Be patient, learn to use your thinking time constructively
- Become an observer, control your mouth....
- Listen with an open mind and avoid prejudice
- Keep an open mind, don’t jump to conclusions
- Let them know you hear and understand
- Give feedback, encourage, ask, confirm
- Use non-verbal cues
- (SILENT = LISTEN)
Asking the right Question?

Open Questions?
Probing / Funneling Questions?
Clarifying Questions?
Closed Questions?
Listening and questioning

- **Open**
- **Probe**
- **Closed**
- **Check**

- To clarify or commit
- You’ve understood
The communication process

Sender (Encoder)
- Experiences
- Attitudes
- Skills
- Perceptions

Message (Medium)
- Verbal/non-written
- Email
- Web pictures

Receiver (Decoder)
- Experiences
- Attitudes
- Skills
- Perceptions

Feedback Loop

Noise

The GROW Model

Options
- Cover the full range of options
- Invite suggestions from Coachee
- Offer suggestions carefully
- Ensure choices are made

Focus
- Way forward
- Commit to action
- Identify possible obstacles
- Make steps specific and define timing
- Agree on support

Reality
- Agree topic for discussion
- Agree specific objective of session
- Set long-term aim if appropriate

Goal
- Invite self-assessment
- Offer specific examples of feedback
- Avoid or check assumptions
- Discard irrelevant history

Wrap Up

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Questions in four stages…
Coaching session

- Groups of 2
- 1 x Coacher
- 1 x Coachee
What Coaching Model is Right?

GROW
Goals
Reality
Options
Will

OSCAR
Outcome
Situation
Choices/Consequences
Actions
Review

CIGAR
Current Reality
Ideal
Gaps
Action
Review

CLEAR
Contracting
Listening
Exploring
Action
Review

COACH
Clarify The Issue
Open Up Resources
Agree The Preferred Future
Create The Journey
Head For Success

STEER
Spot The Opportunity
Tailor The Intervention
Explain The Task
Encourage
Review
People are the answer!
Unconscious Bias
Our values
Biases
Cultural background
Personal experiences
Mood
Environment.
<table>
<thead>
<tr>
<th>Personal Competence</th>
<th>Social Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td><strong>Social Awareness</strong></td>
</tr>
<tr>
<td>◆ emotional self-awareness</td>
<td>◆ empathy</td>
</tr>
<tr>
<td></td>
<td>◆ service orientation</td>
</tr>
<tr>
<td></td>
<td>◆ organizational awareness</td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td><strong>Relationship Management</strong></td>
</tr>
<tr>
<td>◆ emotional self-control</td>
<td>◆ influence</td>
</tr>
<tr>
<td>◆ adaptability</td>
<td>◆ teamwork</td>
</tr>
<tr>
<td>◆ achievement orientation</td>
<td>◆ conflict management</td>
</tr>
<tr>
<td>◆ positive outlook</td>
<td>◆ inspired leadership</td>
</tr>
<tr>
<td></td>
<td>◆ coach-mentor</td>
</tr>
</tbody>
</table>
Adolescent v Adult learners

What is the difference from a learning perspective?
What do we need to consider?
What’s the most appropriate approach?
Satisfy their requirements - How do we remove barriers?
**Visual**

Prefers learning through seeing:
- Diagrams, illustrations, powerpoints, colors, flipcharts, graphs, handouts...

**Aural**

Prefers learning through listening:
- Lectures, reading out loud, listening to recordings, talking with a group/partner...

**Read/Write**

Prefers learning through reading/writing:
- Rewrite notes, write lists, organize diagrams into statements, read/review notes daily...

**Kinesthetic**

Prefers learning through doing:
- Field trips, hands-on activities, labs, models, moving while reading/studying...
Learning styles and stages?

- Activists
  - Active Experimentation
  - Putting their theory into practice

- Pragmatists
  - Processing
  - Abstract Conceptualisation
  - Drawing their own conclusions

- Reflectors
  - Concrete Experience
  - Having an experience

- Theorists
  - Reflective Observation
  - Reflecting on it

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**ACC**

**Association of Colleges**

**Education & Training Foundation**
The trainer

Trainers style?
• **Authority/Expert** –

this style focuses more on the trainer and the content, formal approach emphasising the subject matter, and highly specific content / tasks.

A good authority/expert style trainer prepares for higher levels of achievement and self-direction.
• **Motivator** –
• this inspirational approach is great at getting delegates excited about the content and motivated to learn more.
• Techniques such as persuading talks, explanations, theatrical performances, and ‘selling’ create a cycle that reinforces leaner willingness and enthusiasm.
• **Facilitator** –

• involves the trainer with the delegates in a shared learning experience, where the trainer will guide the delegates toward greater knowledge.

• group activities work well with this style, where trainer facilitates without directing.
• **Delegator** –
  - the delegator sees the role as cultivating the group's ability to learn more than just “teaching” the subject matter.
  - The trainer empowers the delegates to become mature creators and evaluators of knowledge, becoming high-level practitioners themselves.
Thank you
Fixed or Growth Mindset?

**Fixed Mindset**

Behaviour / performance is Static

**Growth Mindset**

Behaviour / performance can be improved

As a result, they may plateau early and achieve less than their full potential.

As a result, they reach ever-higher levels of achievement.
Growth Mindset

Fixed Mindset

Leads to a desire to look smart, so tends to:

- Avoid challenges
- Give up easily
- See effort as fruitless or worse
- Ignore useful negative feedback
- Feel threatened by the success of others

As a result, they may plateau early and achieve less than their full potential.

Growth Mindset

Leads to a desire to learn, so tends to:

- Embrace challenges
- Persist in the face of setbacks
- See effort as the path to mastery
- Learn from criticism
- Find lessons and inspiration in the success of others

As a result, they reach ever-higher levels of achievement.