

CIPD | People Management
Awards 2016

Winner



HDN Mentoring Training/ action learning South West 20th October 2016



Session Aims

- To review the essentials of good mentoring
- To consider your mentoring approach and how to develop this
- To share previous/ potential difficulties and opportunities and learn from these
- To refresh key tools and how to integrate these with your mentoring
- To develop reflective skills for yourself and your mentee



Getting started (group work)

- What is your view of essential mentoring qualities and skills and what do you already bring?
- Which areas would you like to stretch and grow?
- What do you feel will be the main challenges for you?
- What do you think the main challenges will be for your mentee?
- What specific issues would you like to get insight on from other mentors at the session

Feedback

- Strengths/ what we bring
- Areas for development
- Issues/ challenges you would like help with

Developing the essentials of mentoring



What is mentoring?

Tell \longrightarrow Ask?

- Where does mentoring fit in?
- How does it compare to coaching, training and management?



Helping someone solve their own problems

PULL

A mentor never 'pushes',
whether by telling, instructing
or giving advice.

Listening to understand

Asking questions

Paraphrasing and summarising

Suggesting options

Giving feedback

Offering guidance

Giving advice

Instructing

Telling

PUSH

Solving someone's problem for them

Transformational mentoring

Mentoring is...

- **"off-line help by one person to another in making significant transitions in knowledge, work or thinking"** David Clutterbuck and David Megginson

What makes a great mentor?

- Asks questions
- Brings out creativity
- Allows silence
- Manages time well
- Gives ideas
- Shows empathy
- Challenges perceptions
- Creates space
- Non judgemental
- Helps me think differently
- Makes me challenge myself
- Gives me time to reflect
- Uses different techniques
- Interested
- Adapts style/approach
- Gives me time to reflect



Some Key Skills

- Open powerful questions
- Active listening
- Use of silence
- Giving feedback- holding up the mirror
- Building on strengths
- Building rapport
- Challenge and support
- Solution focussed
- Keeping focus on mentee
- Self awareness and reflection (mentee and mentor)



Using a Coaching Approach



Helping your mentees to GROW

Goal - Ask your mentee to outline what they want to achieve from the programme (or for the mentoring session)

Reality - Ask your mentee to describe their Current Reality. This is a very important step: Too often, people try to solve a problem without fully considering their starting point, and often they are missing some of the information they need to solve the problem effectively.

Options - Explore what is possible – get them to come up with all the many possible options they have for taking their next step and the relative merits or disadvantages of these

Will - Get your mentee to commit to specific action which they have a high level of commitment to meet and belief they can achieve it



Choosing the right question

Less Powerful Questions

More Powerful Questions



Yes/no

Which

Who

When

Where

What

How

Why*

What If



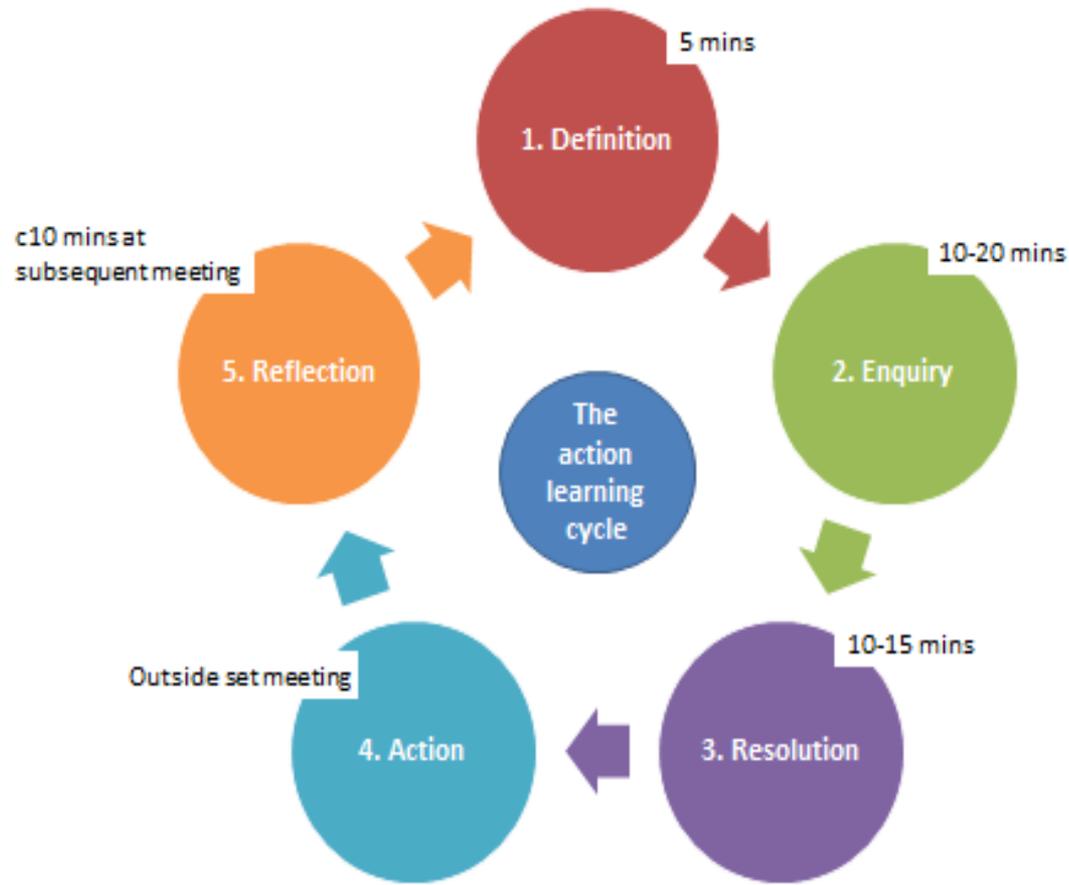
Positive Questioning

- A. What went wrong, and who is responsible?
- B. What can we learn from what has happened, and what are the possibilities now?

- A. How can you address address the lack of cooperation between your departments?
- B. What are all the possibilities for collaboration between your departments?



Taking an action learning approach



Asking solution focussed questions

Skills Practice (table groups)

- Mentor to briefly outline the issue they would like help with (2 mins)
- Other mentors to ask questions to help the ‘owning mentor’ to review/ find a solution (*note: owning mentor to write down all the questions, not try to answer any. Other mentors to ask questions only, not give suggestions or solutions*) (5 mins)
- Owing mentor to review questions, ask for clarification and feedback the questions they are most drawn to/ would like to explore further (5 mins)
- Owing mentor to feedback where they are with this issue now and what they will do next (3 mins)

Managing the different phases of the mentoring relationship



Phases of the mentoring relationship

Stage I: Starting out

- Creating an alliance
- Preparing for the relationship
- Forming a bond
- Establish trust and a rapport - values
- Agreeing a contract and boundaries
- Using the Personal Development Log



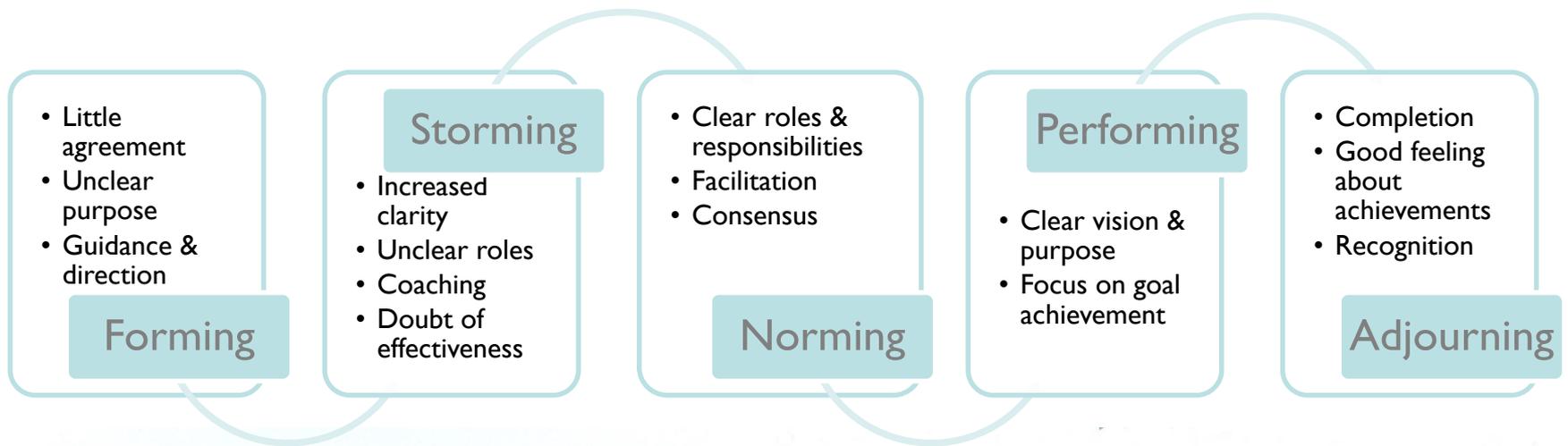
Phases of the mentoring relationship

Stage 2: Getting established

- Develop an honest and sincere relationship - open communication
- Focus on learning and growth
- Allow mentee to tell their story and then...
- Personal review of their strengths, weaknesses, experiences, knowledge and skills, personal and professional circumstances including the organisational context within which they work
- Recording progress



Expect a wobble or two...



Phases of the mentoring relationship

Stage 3: Developing independence

- Encouraging the mentee to reflect, to see things differently, identify potential changes and look at options.
- Mentor becomes devil's advocate - confronting, stimulating and challenging the mentee to take a different perspective, look at the options (pros & cons) and choose the best for them.
- Devise a plan of action and encourage innovation and creativity.
- Moving forward – develop a structure to problem solve.



Phases of the mentoring relationship

Stage 4: Ending

- What would you see as being a positive end to the mentoring relationship?
- It is important that participants keep the end in sight when working together.
- Think about managing this.



A few more points...

- Acknowledge any progress that you have observed with your Mentee.
- Assist your Mentee in setting future goals.
- Identify any support or resources that could assist in achieving these goals.
- Encourage your Mentee to continue on this development path (life long learning)



Themes and tools



Themes & Tools

- Locus of Control
- Circle of Influence
- Developing self awareness
 - Belbin
 - DISC



How do I manage myself?

LOCUS OF CONTROL

External Locus of control

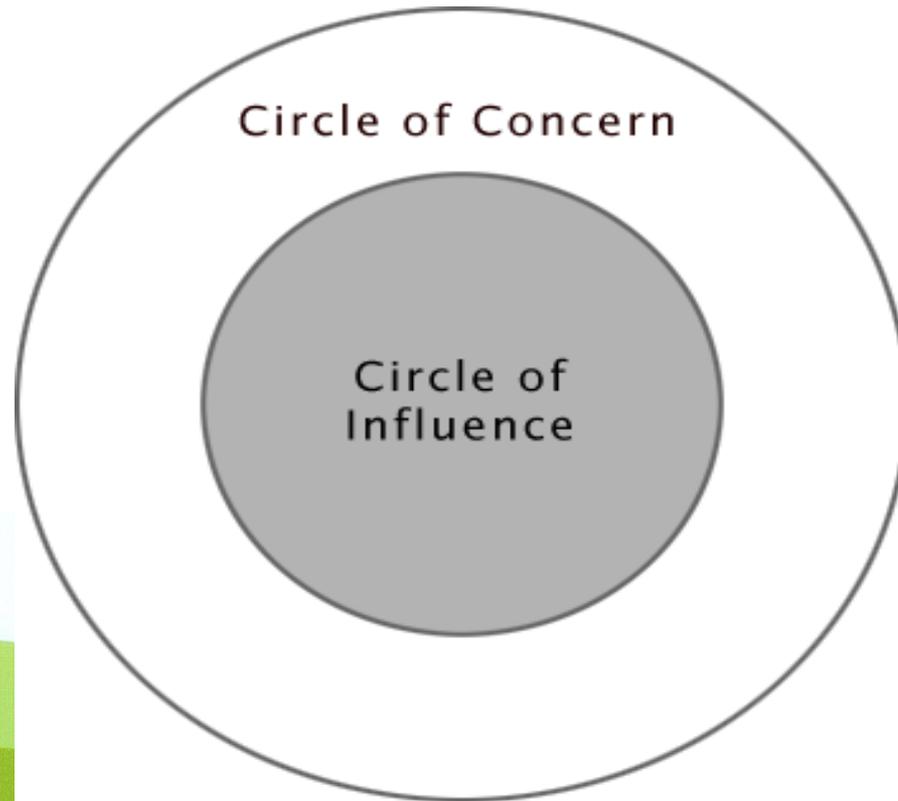
Take little or no responsibility for their behaviour
Blame others for what is wrong in their life
Tend not to do things that will change their life for the better
Emphasis is to avoid coming out of their personal comfort zones
When things go wrong they often do not learn from their mistakes
Tend to rely on other people's approval to make them feel good
Have weak boundaries and strong barriers
Lack the ability to be able to inner reflect



Internal Locus of control

Take responsibility for their actions
Do things that will change their situation for the better
Emphasis is on striving for personal and professional achievement
Work hard to develop their knowledge, skills and abilities
When things go wrong they are inquisitive and try to work out why things turned out the way they did
Tend not to blame others
Have a more participative management style
Tend not to rely on other peoples evaluation for their self-esteem
Strong boundaries and weak barriers in most areas
Have the ability to inner reflect

What is within my Circle of Influence?



Belbin Group Types

The Belbin Team Role analysis is used extensively to create winning teams for new Projects

However:

- Few teams can choose their members
- Members of teams are determined by outside factors i.e. management structure

How then can we obtain a balanced team?

How can mentees use this insight to develop themselves and 1 contribution to their team?



The 9 Belbin Types

Workers -

Implementers
Team Workers

Analysts -

Monitor Evaluators
Completer Finishers

Ideas People -

Plants
Resource Investigators

Leaders -

Co-ordinators
Shapers

Specialist -

Specialist



DISC – Personality Profile

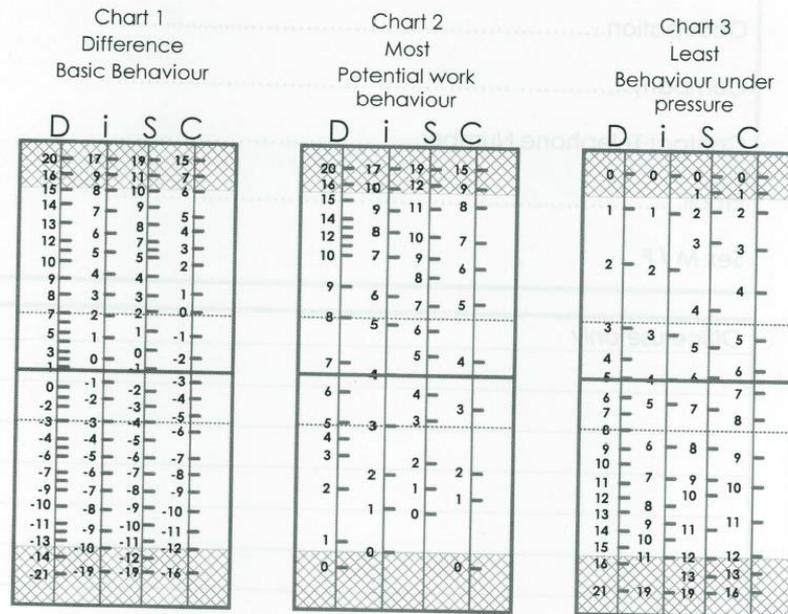
D	I	S	C
Dominance	Influence	Steadiness	Compliance



DISC – Personality Profile

Review the three Charts/Graphs:

- 1 - Basic Behaviour (Self-image)
- 2 - Potential Work Behaviour (Work mask)
- 3 - Behaviour under pressure (Pressure Profile)



How to support your Mentee?

- What are you pleased about?
- What strengths do you already use, and would you like to develop further?
- What areas surprise you or you would like to explore / understand better?
- What areas are limiting you / holding you back?
- How might you develop these?
- Are there any areas which you want to explore further?
- What support do you need?
- What will you do next?



Where to go for PPI support

- HDN – Juliet Hancock or Kam Urwin
 - Julie Summerhayes
 - Your own HR specialists
- 

Nuts and Bolts

- Maintaining boundaries
- Any other issues/ concerns
- Where to get support



Next steps

- Complete feedback form (today)
- Class support
- Meet you mentee (today/ 1st session)
- Complete learning styles questionnaire
- Complete PPI questionnaire (by 7th Nov)
- Book action learning session
- Your mentoring journey has begun.....



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