Mentor Briefing 2018-2019

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Agenda

AFTERNOON

1. What makes a good mentor?

2. Share your experience

3. Stages of the mentoring relationship

4. Useful skills

5. Tools & themes

6. Classes & delivery

7. Further support & any questions?

What are the elements that make a great mentor?

Think about someone who has been a great mentor to you or helped you develop.

- What did they do and how?

- How did they make you feel?

- What was the result?

What are your concerns ?

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

Phases of the mentoring relationship

Stage 3:

- Encourage mentee to reflect, see things differently, identify potential changes and look at options

- Be a devil's advocate – confronting, stimulating and challenging the mentee to take a different perspective, look at the options (pros & cons) and help them to choose the best one for them

- Devise a plan of action and encourage innovation and creativity

- Moving forward – develop a structure to problem solve

Stage 4:

- 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

- How will you manage this?

Some Key Skills

- Open powerful questions

- Active listening

- Use of silence

- Feedback- holding up the mirror

- Building on strengths

- Building rapport

- Challenge and support

- Solution focussed

- Self awareness and reflection

A useful structure

Goal – what would you like to achieve?

Reality - where are you now?

Options – what could you do?

Will – what will you commit to?

Useful questions

"What do you mean by … ?"

"Could you give me an example?"

"What might you be assuming here that's blocking your thinking?"

"If you were to …. what might happen?"

"In what way are you being held back?"

"What specifically led you to conclude that ..?"

"If you weren't to hold back, what would you do?"

"What if you were to try that? What might happen?"

"If you trusted your wisdom/experience/expertise/

heart/intelligence/best friend … what would you do?"

Creating the Thinking Environment

1. **Attention** – listening actively with respect, interest and fascination

2. **Incisive Questions** – removing assumptions that limit ideas

3. **Equality** – treating each other as thinking peers

4. **Appreciation** – practising a 5:1 ratio of appreciation to criticism

5. **Ease** – offering freedom from rush or urgency

6. **Encouragement** – moving beyond competition

7. **Feelings** – allowing sufficient emotional release

8. **Information** – providing a full and accurate picture of reality

9. **Place** – creating a suitable physical environment that shows you value the person

10. **Diversity** – embracing differences

Adapted from "Time to Think", Nancy Kline

Themes & Tools

- Locus of Control
- Circle of Influence
- Learning Styles
- PPI
- PDL

How do I manage myself?

LOCUS OF CONTROL

External Locus
of control

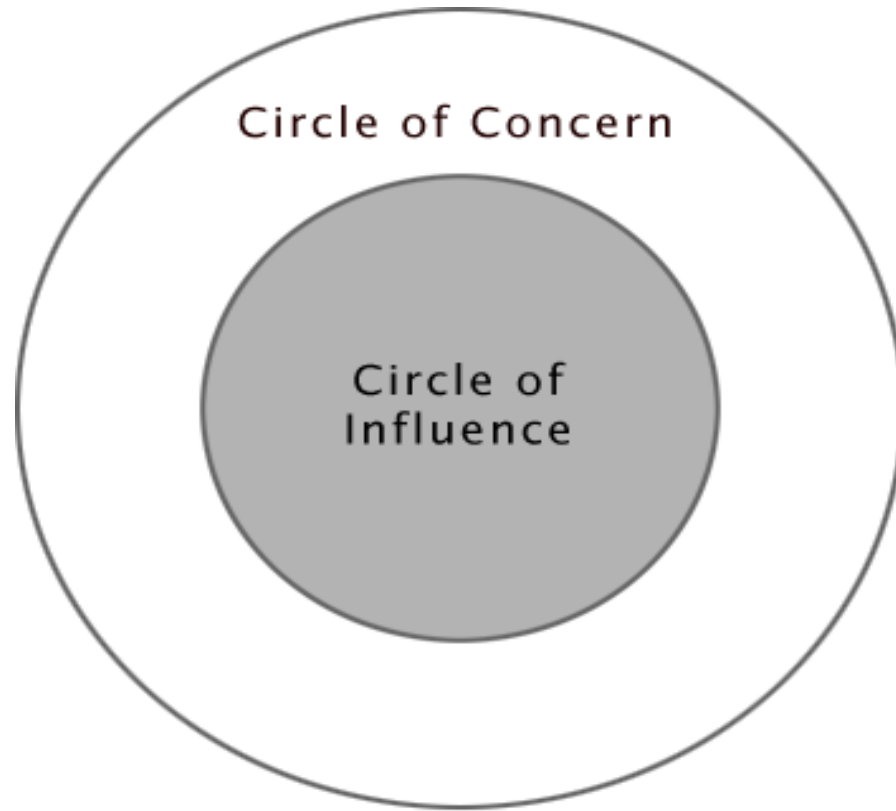$\longleftrightarrow$

Internal 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

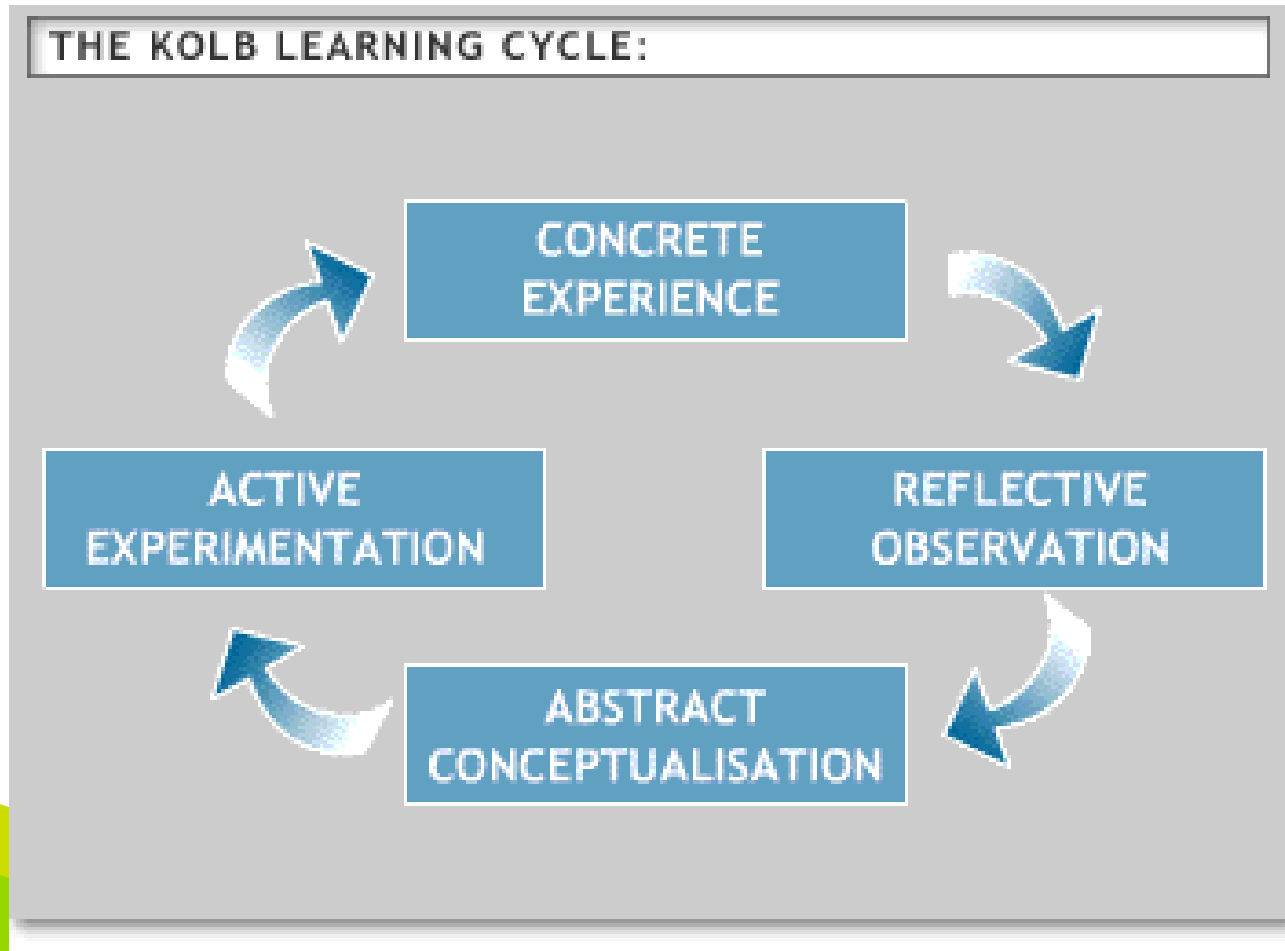Lack the ability to be able to inner reflect

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
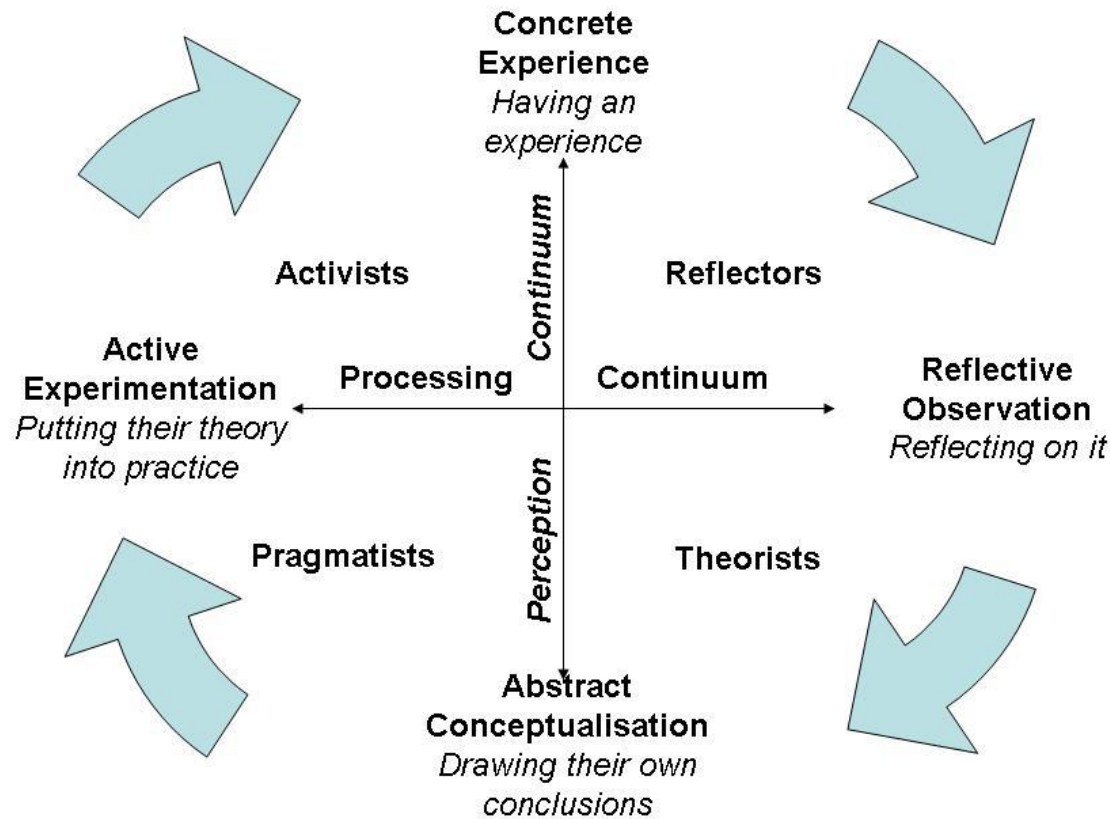
Have the ability to inner reflect

What is within my Circle of Influence?

Kolb's Learning Cycle

THE KOLB LEARNING CYCLE:

CONCRETE EXPERIENCE

REFLECTIVE OBSERVATION

ABSTRACT CONCEPTUALISATION

ACTIVE EXPERIMENTATION

Learning Styles – Honey and Mumford

Personality Performance Indicator (PPI)

- PPI is a work based personality profiling tool, developed from the original work of Dr. William Moulton Marston

- All mentees *and* mentors given the opportunity to complete this

- Use PPI *positively* as a springboard for discussion

- Online questionnaire

- 24 questions – takes 5-7 minutes to complete

- Introduced at Class1 and completed before Class 2

- Report is approximately 10 pages long

- Sent by email

- Confidential but often discussed widely!

DISC model

- **D – Dominance**
- Dominant, forceful, decision maker, results oriented, needs to achieve, blunt and to the point, demands respect, resists personal criticism

- **I - Influence**
- Outgoing, life of the party, Enthusiastic, Confident, Friendly, Influential, persuasive, Verbal, communicative, Hates silence and working alone, Needs praise

- **S - Steadiness**
- Team player, Thorough, systematic, prefers cyclical work, Dislikes sudden change, Even tempered, Dependable, Patient

- **C - Compliance**
- Disciplined, Cautious, conservative, Critical thinker, Conscientious, Accurate, Likes things done in the right way

DISC – Personality Profile

Review the three Charts/Graphs:

- Basic Behaviour (Self-image)

- Potential Work Behaviour (Work mask)

- Behaviour under extreme pressure (Pressure Profile)
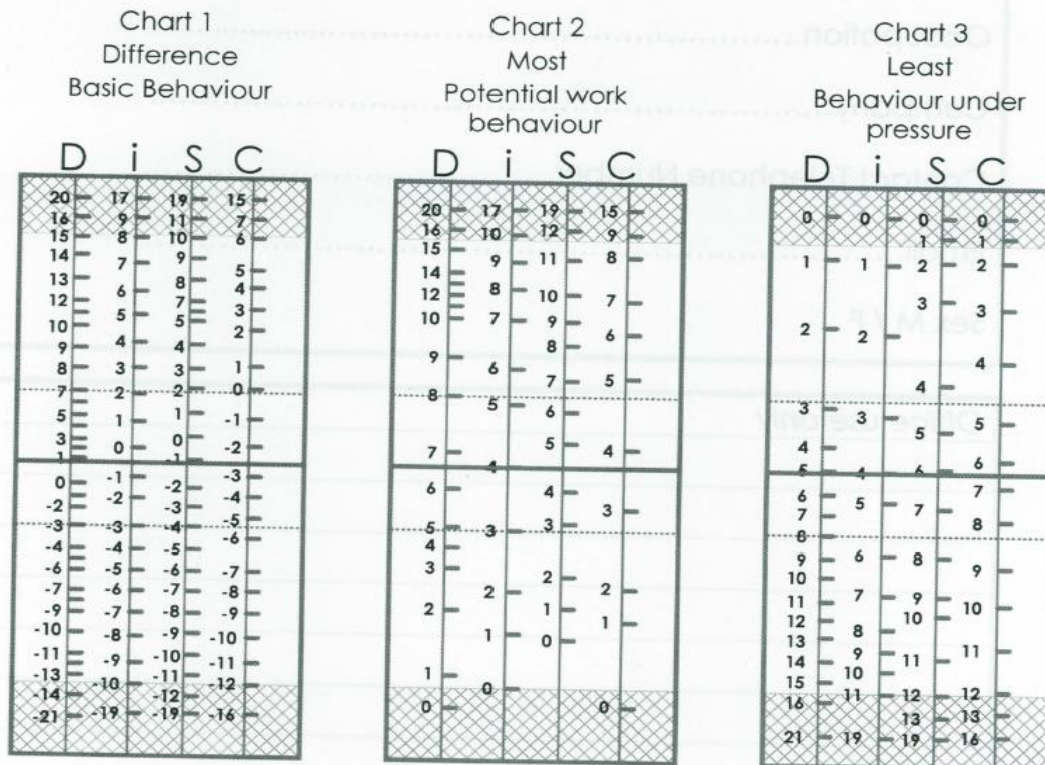
PDL

- Mentee completes if they want to
- Not externally marked
- Can show Mentor if they want to
- Encourages reflection
- Preparing for Classes and Mentoring Sessions
- Reflecting on Classes and Mentoring Sessions

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?

Problem solving and avoiding pitfalls

- What potential issues or problems worry you?
- Scenarios - how would you seek to resolve these
- Who could you go to for help

Next steps – getting started

- Setting up 1:1s
- Class support
- Complete PPI
- Complete PDL

Thank you and any questions?

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