



Coaching *and* Mentoring *for Success*

Ann Holloway
and
Jane Smith

Booklet and resources to
accompany the audio tracks

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Presenters: Jane Smith, Ann Holloway and Martyn Groucutt.

About the authors

Ann Holloway

Ann is a management/training consultant, an Investors in People advisor & assessor, author and executive coach. Her company, Amethyst Learning & Development, (www.amethyst-learning.co.uk) runs an OCR NVQ Centre, which is approved to deliver and accredit qualifications derived from the ENTO standards for Learning and Development. These include the Certificate in Mentoring in the Workplace and the Certificate in Coaching in the Workplace.



Jane Smith

Jane Smith is a founder partner of the training company Word Smiths. She is passionate about helping people to improve their confidence and learn new skills. As a trainer, her particular expertise is in helping people to learn read faster, use Mind Maps for memory and develop a more professional and consistent communication style. She is a talented and creative instructional designer with long experience of writing e-learning and classroom training materials for diverse audiences. In less busy moments she writes business books, articles and book reviews. Jane lives in South Wales with two fat cats, a large garden and a great view of the Black Mountains.



You can find out more about Word Smiths at www.word-smiths.co.uk.

Foreword

Welcome to Coaching and Mentoring for Success, a learning package that will help you to become an effective workplace coach or mentor. If you use the skills and knowledge that we describe, you'll be able to support individuals who are trying to achieve qualifications or workplace goals.

You'll find this learning package particularly useful if you're working towards NVQ accreditation in the coaching or mentoring units from the ENTO National Occupational Standards for Learning and Development. And if you are about to embark on a coaching or mentoring relationship as a learner, this package will explain what you can expect.

We hope you'll enjoy using Coaching and Mentoring for Success. Let us know how you get on, and get in touch (ann@amethyst-learning.co.uk or jane@word-smiths.co.uk) if we can be of any further help.

A handwritten signature in blue ink that reads "Ann Holloway".

A handwritten signature in blue ink that reads "Jane Smith".

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The additional resources

The resources provided at the end of this pdf link to the content of the audio book. At various points in the audio book, you will hear them referred to as 'online resources'. This is because, in the CD edition of this publication, they are provided as separate downloadable files. In this download edition, though, all the resources are packaged in this single pdf.

Track 1: Introduction (6:23)

Track 1 of the audio book explains what coaching and mentoring are all about. It also sets out some of the benefits of this method of support – both for you and for your learners.

The track clarifies who the learning package is aimed at and mentions that it has been designed to cover the knowledge requirements of certain coaching and mentoring workplace qualifications:

Note that, if you are working towards accreditation in these roles, you will need to refer to the coaching and mentoring units of the relevant qualifications.

How to use this package

As you have seen, the package comes in several different parts. You can use these flexibly to acquire the information you need to become a better coach or mentor.

- The **audio book** is an overview of the skills and processes that coaches and mentors use in the course of their work.

Here's some advice from a mentor who has been working through the audio book:

*Don't listen to this audio all in one go – that would get very boring!
You'll get the most out of it if you listen to it track by track,
with a break of at least a few hours in between each one.*

- The **guide to audio tracks** (pages 4–29) contains key points, further information, some activities and questions to reflect on, linked to each track of the audio book.
- The **additional resources**, which you find on pages 31–57, include templates, forms and plans, which you can adapt to help you to structure the different aspects of your work with learners – and keep track of their progress.

The page size of these resources is, like the rest of the booklet, 18cm x 12cm – so if you want to print any of them out on A4 paper, simply resize the page(s) in your computer's print dialog box.

To print at A4, set the print size to either 'Fit to printable area' or enlarge to 160%. If your print dialog box offers this, you can also centre the image on the page.

Track 2: Coaching or mentoring? (12:20)

Track 2 of the audio book sets out to explain the differences and similarities between coaching and mentoring. Although they employ similar skills, the goals of the two roles are usually quite different. Coaches are mainly concerned with the immediate improvement of performance and the development of specific job skills. Mentors, on the other hand, are mainly concerned with the longer term acquisition of a wide range of skills in a developing career.

The track also discusses how coaching and mentoring are different from the roles of the instructor and the sports coach.

The legal framework

Track 2 looks at some of the legal aspects of coaching and mentoring. Here are a few more details on this aspect of the coaching and mentoring role.

The current legislative framework provides an important incentive for promoting the learner's individual rights and choices.

Equal opportunities legislation

Various pieces of legislation affect coaching and mentoring practices and procedures, including:

- **The Sex Discrimination Acts 1975 and 1986:** which make it illegal to discriminate on the grounds of sex. The Act includes the following situations:
 - ◆ Direct discrimination, when a woman is treated less favourably than a man on the grounds of her sex, or vice-versa
 - ◆ Indirect discrimination, when an unjustifiable condition or requirement of a job or training opportunity means that one or the other sex is considered unsuitable
 - ◆ Sexual harassment, which is a form of sex discrimination, primarily because the gender of the victim is the determining factor in who is harassed.
- **The Race Relations Act 1976:** which makes it an offence to discriminate against people on grounds of their colour, race, nationality, ethnic or national origin. The law protects not only black and Asian people, Jews, Catholics and so on – it is also an offence to discriminate against English, Scots, Welsh and Irish people.
- **The Race Relations (Amendment) Act (1999):** which imposes a duty on public service organisations to prevent racism, value diversity and encourage good relations between people of different groups.

- **The Rehabilitation of Offenders Act 1974:** which was introduced to prevent employers from discriminating on the grounds of a previous criminal record unless special circumstances require extra security.
- **The Disability Discrimination Act 1995:** which requires employers to make reasonable adjustments to working conditions or the physical features of the workplace if the current arrangements cause a disadvantage to a disabled person.
- **The Disability Discrimination Act 2006:** which outlaws discrimination against anyone with a progressive condition like cancer, multiple sclerosis, or HIV. Also the definition of mental disability has changed, so that more people with mental health problems are protected.

The Human Rights Act (1998)

The HRA incorporates the European Convention on Human Rights (ECHR) into UK law. Most of the convention rights have implications both for organisations and for individuals offering coaching and mentoring.

Anyone who considers they have been a victim of a human rights violation may challenge a public authority in the courts or tribunals. The main articles you need to be aware of are Articles 8, 9 and 14.

- **Article 8: Right to Respect for Private and Family Life.** The ECHR stresses that it is almost impossible to limit or define what comes within the scope of a person's private life. The things which are clearly included are:
 - ◆ **Personal autonomy:** the right to make decisions about how you lead your life
 - ◆ **Personal information:** the holding, use or disclosure of personal information about someone. The article may also give someone the right to access personal information held about them.
- **Article 9: Freedom of Thought, Conscience and Religion.** Everyone has the right to freedom of thought, conscience and religion. This right includes freedom to manifest religion or belief, in worship, teaching, practice and observance.
- **Article 14: Prohibition on Discrimination.** The enjoyment of these rights and freedoms are to be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

The Data Protection Act 1998

This legislation requires you to think carefully about the way that you process and store information about the people you are coaching or mentoring. The DPA covers all data processing, whether you use a computer or simply write things down on paper.

Under the provisions of this Act, personal data must not be retained for longer than it is needed. The Act also requires you to make sure that personal data is not lost or destroyed and is not accessible to anyone who is not authorised to look at it.

Health and Safety at Work

The Health and Safety at Work Act 1974 (HSWA) is the main legislation covering health and safety rights at work. The Act requires you to ensure the safety, health and welfare of the people in your team, including those whom you are coaching or mentoring. Under the Act, employers have to consult with employees about health and safety arrangements and prepare a written safety policy.

There are many related items of legislation of which you need to be aware:

- **The Workplace (Health, Safety and Welfare) Regulations 1992:** which specify the employer's particular obligations under the HSWA
- **Approved Codes of Practice:** which give practical guidance to employers on how to comply with the law
- **The Management of Health and Safety at Work Regulations 1992:** which require employers to carry out risk assessments on all hazards in the workplace, including work-related stress and sexual harassment
- **The HSE stress management standards:** which encourage employers to identify which stress factors are significant in their organisation.

Where are you now?

In the final part of the track, we ask you to look through a list of coaching and mentoring skills and to ask yourself whether you sometimes, always or never do these things for the people whom you coach.

In the table on the next page, tick the box that best describes your current abilities in practice (not how you feel or wish).

Do you	Usually	Sometimes	Rarely
Establish rapport and open communication?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get acceptance and commitment to performance goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly explain concepts, techniques and facts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set high expectations of performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen actively and positively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe people at work alertly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage people to make their own decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agree realistic targets with individuals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give praise when it is due?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help people to learn from their mistakes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use appropriate questioning techniques?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show sensitivity and empathy to learner's thoughts and ideas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give clear, concise, constructive, confidence-building feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage and adapt to individual learning and operating styles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively help and encourage people with special needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you	Usually	Sometimes	Rarely
Patient?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to see the funny side?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assertive, not aggressive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledgeable and skilful, but not a know-it-all?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflective and analytical?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confident, not arrogant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to manage emotions in yourself and others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A motivator and positive role model?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self assessment

If most of your scores are:

1. **Usually:** you are probably a competent coach or mentor already (or are not being honest with yourself!)
2. **Sometimes:** you either need to develop further or concentrate harder on applying what you already know about effective coaching or mentoring
3. **Rarely:** you very probably have a lot of self-development to do. Can you make better use of your own coach or mentor? If you don't have one – why is this?



Ann Holloway running a mentoring training workshop for CLIP
(the Chartered Institute of Library and Information Professionals)

Reflection

Before moving on to Track 3, think about what you've learned from listening to this one.

- *Are you naturally more of a coach or a mentor? Which do you want to be – or need to be?*
- *How will becoming a good coach or mentor benefit you, your organisation and the people you support? What skills do you need to develop to become a better coach or mentor?*
- *How are you going to do this and who can help?*
- *Is there anyone who can advise you about the legal side of coaching and mentoring? You'll find some ideas at the end of the booklet.*

Track 3: Developing a learning relationship (11:28)

Track 3 of the audio book looks at the lifecycle of a coaching or mentoring relationship, which may pass through many stages – as all relationships do.

You may go through each of these six stages with any of your learners.

1. **Gaining a commitment:** you and the learner agree to work together to achieve agreed objectives.
2. **Getting to know each other:** you start to develop your relationship.
3. **Working together:** you and the learner actively address issues and agree development plans.
4. **Learning together:** the learner puts the development plan into action, you listen and give effective feedback. This leads to conscious learning and development.
5. **Reviewing and evaluation:** you review and evaluate the development plan and the coaching or mentoring relationship.
6. **Saying good-bye:** it is time to move on when the relationship has achieved its objectives and the learner no longer needs your help.

Learning contract

On Track 3 we mention that it's a good idea to agree a contract when you first meet the learner - during the first stage of the lifecycle. There is an example of a learning contract in the online resources.

A learning contract should set out six things:

1. **The learner's overall goal:** why is he or she is undertaking a learning programme?
2. **Some learning objectives:** what does the learner need to do in order to achieve the goal?
3. **A broad outline of how the goal and objectives will be achieved:** will it be projects, work experience, formal training, e-learning or job shadowing? Or will the programme include a mixture of methods?
4. **How achievements will be assessed:** will you or the line manager do the assessment? Or will the learner self assess? If it's an NVQ or unit credits, you will need the services of a qualified assessor.
5. **Target dates for starting and completing the programme:** having a time limit will ensure that work or learning is completed on time.
6. **When and how progress will be reviewed:** on which dates will you and the learner look back at progress and plan future work?



Reflection

Before moving on to Track 4, consider any learning relationships you have experienced either as a learner, coach or mentor and ask yourself these questions:

- *How was commitment gained? Did you agree a learning contract?*
- *How did you get to know each other: Did you agree what would happen? Was it effective?*
- *How did you work and learn together? Did you control the relationship or did you negotiate and make agreements? Were you able to develop an open relationship based on trust?*
- *Did you remember to have regular reviews? Did you conduct a final review and evaluation? Did you give positive feedback and did you receive any?*
- *How did you say goodbye? Did you ensure that the learning relationship and outcomes were celebrated?*
- *What did you learn from the coaching or mentoring experience? What will you do differently if you are to coach or mentor anybody in the future?*

Track 4: Interpersonal skills (16:16)

This track explores the main skills you need to gain people's commitment to the learning process and keep them motivated. We look at listening, questioning, body language, giving feedback, challenging and negotiating.

Here's a bit more information about each of these areas.

Active listening

There are several techniques that can help you to listen more actively:

- **Reflection:** by saying '*It seems to me that ...*' or '*So what you're saying is ...*' the learner will know that you have understood what he or she has said.
- **Allowing silence:** the pause is a useful probing device for a listener who wants to hear more.
- **Summarising:** for example, you may say '*So these are the main ideas that you have expressed ...*' or '*Let me just summarise where we have got to ...*'
- **Using neutral verbal feedback:** these grunts, 'mm-hms' and 'uh-uhs' can be less threatening than a pause, and they let the learner know that you wish him or her to continue.

Questioning

One of the most common types of questions are 'closed questions'. They are closed because they do not allow the other person to make a full answer, they usually demand either a yes/no answer (*Were you ... ? Have you ... ?*) or specific information (*How far ... ? How much ... ?*). Closed questions are valuable because they can draw out specific information or facts. However, their main drawback is that they do not allow any further discussion, expansion or qualification.

Open questions, on the other hand, encourage people to express, explore and develop their opinions, ideas and attitudes.

- *What have you done about this so far?*
- *Why did you do it like that?*
- *What results did that produce?*

Body language

Showing that you are paying attention by adopting a positive body language helps to meet a speaker's need to feel valued and respected. This can actually help you to listen more attentively.

- Your eye-contact should not be a fixed stare but a friendly gaze.
- Your posture (the way you hold yourself as you sit or stand) should indicate that the person doing the talking is now at the centre of your attention.

Your mannerisms should create the appropriate impression.

Giving feedback

To give constructive feedback effectively, it's vital to be aware of the following guidelines and to practise them constantly.

- **Start with the positive.** If they are to improve, people need to know where their strengths are as well as where you think they need to put in some effort.
- **Be clear and specific.** It does not matter whether you are offering positive or negative feedback, both should be specific statements relating to a person's work or behaviour.
- **Focus on the behaviour, not the person.** Don't say 'you are stupid', say instead 'that was a daft thing to do'.
- **Refer only to the behaviour that can be changed.** Feedback that mentions things that a person has no control over can be extremely demoralising. For example, don't tell someone who has a hearing problem that they had better listen more carefully.
- **Offer alternatives.** It's often useful to come up with suggestions as to what the person could have done better or done differently, rather than simply criticising or giving advice.
- **Leave the recipient with a choice.** You may encounter resistance if your feedback demands that a person behaves in a certain way. To empower people, it's better to give feedback in such a way that recipients feel able to decide whether or not to act on it.



Challenging

These points should help you to conduct a challenge successfully:

1. Start with a short statement of what the challenge is about, avoiding any preliminary pleasantries. Be specific and descriptive about the behaviour under discussion.
2. Adopt a serious manner and avoid any signs of nervousness or embarrassment. Do not be apologetic, antagonistic or hostile. It is acceptable to show annoyance or disappointment – these are legitimate reactions – but you should also display care and concern.
3. In the final stage of the challenge, try to convert the problem into a solution. The objective should be to agree an action plan which the person can put into practice to resolve the situation.

Negotiating

A negotiated approach will enable learners to identify plans and approaches that suit their individual needs.

In a successful negotiation you will:

- Establish the bargaining area or negotiating range
- Identify the objectives of the negotiation
- Listen more than you talk
- Remain neutral and factual
- Actively seek mutual acceptability
- Be prepared to reach a compromise.
- Knowing the concessions you can make.

Reflection

Before moving on, ask yourself:

- *How well do you currently listen and pay attention?*
- *How often do you reflect on what you have asked and what answers you receive?*
- *When did you last receive some feedback? How did you feel?*
- *What does this tell you about giving feedback effectively?*
- *How confident do you feel about challenging people in a constructive way?*
- *How can you move towards a more negotiated approach in your coaching and mentoring?*

Track 5: Engaging the learner (14:56)

On this track we look at a number of strategies to engage the learner, including: identifying their preferred learning styles, discovering their learning blocks, recognising how they can develop their learning skills and pinpointing which learning methods are most appropriate. We also discuss how to influence learners, increase their motivation and finally how to write a learning plan.

Getting to know your learners

Completing a table like the one on the next page will help you to think about the characteristics of your learners and how these will affect their attitudes and abilities to learn. You can then more easily select some approaches that make the most of their previous experience and overcome any barriers.

Learning styles

The track discusses the two main styles of learning, which are 'doing' (active learners) and 'thinking' (reflective learners).

Doers might prefer

- Practical experience
- e-learning
- CD ROMs
- Coaching
- Networking
- Secondments
- Delegated tasks
- Giving a presentation
- Project work
- Additional responsibilities
- Working in teams
- Attending conferences and exhibitions

Thinkers might prefer

- Classroom courses
- Networking
- Text based open learning
- Reading books and journals
- e-learning
- Watching a demonstration
- Videos or DVDs
- Asking questions
- CD ROMs
- Discussion groups
- Shadowing an experienced worker
- Lectures/talks/presentations

Characteristic	Learner 1	Learner 2	Implications for coaching/mentoring
Age group			
Gender			
Previous education/ achievements			
Motivation /reason for learning			
Relevant social circumstances			
Level of confidence			
Special needs			
Blocks or barriers to learning			

Note that, to be truly effective, learners need to be both active and reflective. It is therefore important to choose activities that will help people to develop in both areas. However:

- Doers will prefer to act first then reflect (they do, in order to learn)
- Thinkers will prefer to reflect first, then act (they learn in order to do).

By choosing a learner's preferred style initially you are more likely to gain their confidence and commitment to further development.

Learning blocks

On the track we discuss the things that stop people learning.

Internal blocks can include:

- Lack of confidence
- Stress or anxiety
- Inappropriate attitude or lack of motivation
- Lack of learning skills
- Feeling tired or unwell
- Lack of time
- Inability to concentrate.



External blocks can include:

- Inadequate support, encouragement or recognition
- Inadequate feedback or praise
- Excessive noise, heat or cold
- Too many distractions.

"Why bother to engage the learner?"

"Well if you really want to enjoy the experience of being a coach or mentor – and be successful – your learner needs to be fully involved and enjoy it too!"

Learning opportunities

Generally, people learn more quickly and effectively using learning opportunities that occur 'on the job' than they do by going on a course. Many people have found the following types of opportunities useful:

- One-to-one coaching (by you or by someone else with relevant experience)
- Job shadowing – allowing someone to follow an experienced worker for a specified period of time.
- In-house workshops
- On-the-job training by an experienced worker – often called 'sitting by Nellie'
- Delegated tasks or special projects
- Jobs swaps
- Seconding people into other departments
- Reading - technical manuals, journal articles or self study workbooks
- e-learning or watching training DVDs
- Visits to other work locations – including customers and suppliers
- Voluntary or community work outside the organisation.

Gaining commitment

The track talks about two basic ways of gaining people's commitment:

- **The push strategy**
- **The pull strategy**

Pushing is directive (or may even be authoritarian), and so has to be used sensitively and sparingly. Pulling involves people in deciding what to do, rather than having one person decide on behalf of the others.

Which of the following tactics do you use to help others to learn?

Push



Pull

Telling - Instructing – Giving advice – Offering guidance – Giving feedback – Making suggestions – Asking questions

You might use both push and pull when you are engaging learners in a coaching or mentoring programme. However, pulling can be more effective and more appropriate in gaining others' commitment, although it may also be more time-consuming.

The importance of planning

The latter part of the track turns to a key part of giving learners effective control over their learning: involving them in planning their learning. Planning involves three key stages:

- Plan
- Do
- Review

This is a continuous process: in order to set goals you need to review past achievements.



When you come to review progress, you are likely to reconsider your targets and, if necessary, modify or develop your plan.

Reflection

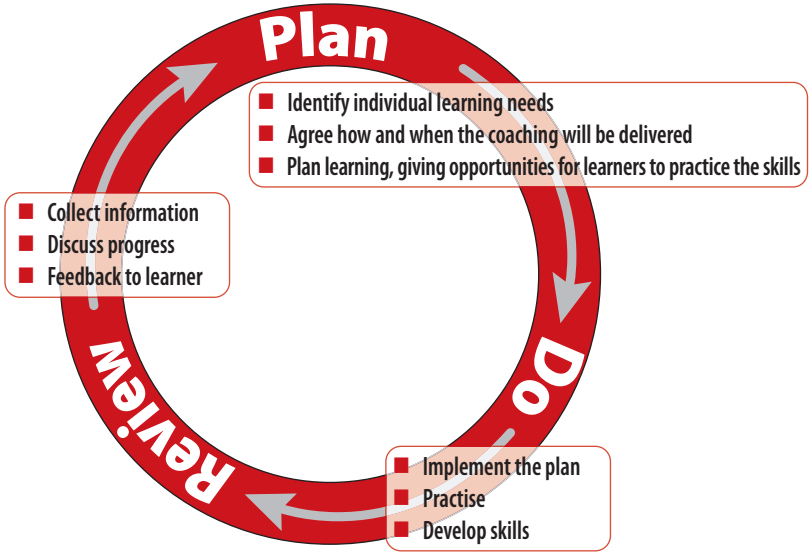
Before moving on, think about what you have learned from this track.

- *Consider how other people prefer to learn and which styles suit them best?*
- *Find out your own learning preferences. And consider why certain learning opportunities in your past have worked well – or not?*
- *Consider why some people who have not 'done well' at school go on to develop skills and expertise in the work place. What makes the difference?*
- *Think about someone you know who started a learning programme and dropped out before the end. What went wrong? What support could have helped? What learning skills did they lack? Did they have a plan and was it monitored?*

Track 6: Coaching (11:28)

This track looks at the coaching process: identifying learning needs, agreeing how the learning will be delivered, writing a plan, structuring a learning activity, choosing appropriate learning materials, doing the coaching and reviewing the plan.

The information on this track forms part of the underpinning knowledge and understanding linked to Units G3 and L12 of the Coaching qualification.



Identifying learning needs

A good way of identifying learning needs is to ask open questions like this:

- What do you want to be able to do?
I want to stand up and make a presentation at the next team meeting.
- How do you want to feel?
I want to feel confident – or at least not feel the panic that I do now!
- Where do you want to be?
I want to be part of the team (I'm the only one who hasn't made a presentation yet).

- When do you want to achieve this by?

I want to do this by the next team meeting.

- What do you need to learn?

I want to learn:

- ◆ *How to find and organise information*
- ◆ *How to use PowerPoint*
- ◆ *How to operate the projector*
- ◆ *How to project my voice without shouting*
- ◆ *How to calm my nerves.*

The GROW best practice model

At the end of the track we mention the GROW Model, one of the best known and widely used coaching models. The model is described by John Whitmore in his book 'Coaching for Performance'.

The GROW Model is described here as it applies to an individual session but part of its strength is that it can equally well be applied to a part of a session, or to series of sessions. In each case, the principle is the same.

- **Goal:** first, a session must have a goal or outcome to be achieved. The goal should be as specific as possible and it must be possible to measure whether it has been achieved. So, having identified the goal, questions like 'how will you know that you have achieved that goal?' are useful here.
- **Reality:** as well as knowing where you are trying to get to, you need to know where you are starting from – the Current Reality. It is surprising how often this is the key part of a coaching session and that by just seeing clearly the situation (rather than what was thought or imagined to be the situation), the resolution becomes obvious and straightforward.
- **Options:** once you know where you are and where you want to go, the next step is to explore what Options you have for getting there. A useful metaphor for GROW is a map: once you know where you are going (the goal) and where you are (current reality), you can explore possible ways of making the journey (options) and choose the best.
- **What, when whom and will:** to achieve the goal you must also have the motivation or Will to make the journey. The 'W' is often taken to stand for a number of other elements of a session, all of which are important. Myles Downey, in his book 'Effective Coaching', suggests it stands for Wrap-up; others have it standing for What, Where, Why, When and How. But whatever is emphasised, the desired outcome from this stage is a commitment to action.

The GROW process has been presented sequentially here. In practice, it is a much less linear process, which may start anywhere and revisit each of the stages several times.

Reflection

Before moving on, think about the following questions, in relation to someone you are coaching:

- *How will you identify his or her learning needs?*
- *What kinds of strategies might be available to help this person learn?*
- *What points will you agree and then write in the learner's action plan?*
- *Will you plan some one to one practical coaching?*
- *If so how will you sequence the content of that session?*
- *How will you make sure that the plan is working as it should?*



*Ann Holloway running a mentoring training workshop for CLIP
(the Chartered Institute of Library and Information Professionals)*

Track 7: Mentoring (12:23)

In mentoring, the emphasis is on enabling and empowering the learner to take control of their own development, and their own career. This track discusses the main principles of mentoring: what it is, what it is not and how to structure a mentoring meeting.

A code of practice for mentoring

Many organisations produce a code of practice for mentoring – to ensure that everyone involved is clear about the aims of the mentoring scheme and their role in achieving these. This typically covers:

- The aims of the mentoring scheme (for the organisation, for the mentee and for the mentor)
- Benefits of mentoring (for the organisation, for the mentee and for the mentor)
- The role and responsibilities of a mentor
- Factors to consider when choosing a suitable mentor
- Responsibilities and rights of the mentee
- Stages of the mentoring scheme
- Processes and procedures
- Documentation (meeting notes, action plans etc)
- Resources and facilities available
- Complaints procedure
- Statutory regulations relating to record keeping (Data Protection Act, 1998)
- Ethical guidelines, for example:
 - ◆ The importance of confidentiality
 - ◆ The requirement for honesty and openness
 - ◆ The nature of the relationship (must not be exploitative or open to misinterpretation)
 - ◆ Mentor to operate within the limits of their competence
 - ◆ Mentor's responsibility to develop his or her own competence in mentoring
 - ◆ The underlying aim of the relationship: to empower the mentee and promote their autonomy
 - ◆ How the relationship can be dissolved.

Stage	What the mentor does	Objectives	Methods
Stage 1 Exploration	Takes the lead Supports and counsels	<ul style="list-style-type: none"> • To open the meeting • To get to know each other • To agree aims and objectives 	<ul style="list-style-type: none"> • Giving attention • Active listening • Asking open questions • Negotiating
Stage 2 Reaching a new understanding	Supports and counsels Coaches	<ul style="list-style-type: none"> • To identify learner's strengths and weaknesses • To identify their development needs • To focus on priority areas 	<ul style="list-style-type: none"> • Active listening • Challenging • Sharing experiences
Stage 3 Action planning	Takes the lead Facilitates Coaches	<ul style="list-style-type: none"> • To offer alternatives • To give feedback • To demonstrate skills 	<ul style="list-style-type: none"> • Giving information • Advising • Asking open and closed questions
Takes the lead Facilitates Coaches	<ul style="list-style-type: none"> • To look at options and consequences • To gain commitment • To agree action plan for next meeting 	<ul style="list-style-type: none"> • Creative thinking • Problem solving • Making agreements • Making decisions • Planning 	

The agenda for the meeting

On Track 7 we mention the three-stage model which can be used as the basis of the agenda of each meeting. This is set out in more detail on the opposite page.



Reflection

Before moving on, think carefully about these questions:

- *Do you want to be a mentor?*
- *Do you have the time to carry out mentoring?*
- *Do you have the right approach to your own development which will enable you to appreciate the importance of the development of a learner?*
- *Are you able to understand and empathise with the problems that may face this learner?*
- *Would you be a suitable role model for the learner?*
- *Are you able to listen to another person's views?*
- *Are you able to ask open questions and make suggestions without being too dominant?*
- *Do you have relevant job related experience and skills?*
- *Can you relate well with this learner?*
- *Do you have an open mind, a flexible attitude, and a recognition of your own need for support?*

Track 8: Providing advice and support (10:27)

Track 8 looks at the different options for advice and support, how to be an advocate for your learner, how to make a referral, routes for progression and pitfalls to avoid when giving advice. You should always aim to offer the kind of advice and support which helps learners to solve their own problems and make their own decisions.

Reasons for referral

The track deals very briefly with referral. Here are some of the main reasons that may lead you to use referral as part of your coaching or mentoring:

- To obtain specialist advice or help
- To obtain information (for example, referring a learner to a technical expert to learn about a particular skill, or referring someone to the job centre to collect information about jobs)
- To help learners learn how to find things out for themselves (they are an opportunity to ask questions and communicate with different people)
- To unblock a problem: a referral may help a learner to achieve a new understanding of the problems they are struggling with.

Once you have decided to use referral for a particular learner, your next step is to communicate with the individual concerned to introduce the learner and explain the reason for your decision to refer. Whether you decide to write a letter, use the telephone or speak to him or her personally will largely depend on how much time you have available, your own preference and the urgency of the situation. It is a good idea to send a written record of the reasons for your request and the circumstances of the referral.

By keeping a careful record of your referrals and their outcomes, you will build up a strong contact network and database of sources of help and information. This will help to open doors and solve problems more quickly for future learners.

Reflection

To offer effective advice and support, keep asking yourself these four questions.

- *Does the learner need my help and support in this area?*
- *Will what I am doing contribute towards their learning and self development?*
- *Did this person ask for my help and support or accept my offer of help? (Or am I imposing it on them.)*
- *Is there a clear understanding between us about the task to be achieved and the process which we will adopt?*

If the answer to any of these questions is 'no', then the learner does not need your advice or your intervention.



Track 9: Monitoring and Review (12:40)

Monitoring refers to the collection of information on learners' performance. Reviewing helps learners to reflect on their learning, identify their achievements, address areas for improvement and plan the development of their learning.

This track looks at the benefits of effective monitoring and review, at the different phases of review and at the key review processes.

Three types of review

The track describes three basic types of review which are carried out at different stages of the programme:

- **An initial review:** which provides a base line against which you can make future reviews
- **Formative (or continuous) reviews:** which enable you to keep track of the learner's progress
- **The summative (or final) review:** which provides a summary of learners' achievements.

Four steps to reviewing



The four steps described on this track are:

1. Collecting information
2. Carrying out a review
3. Recording the outcomes
4. Planning the next steps.

Reflection

Before moving on reflect on the performance or development reviews you have experienced:

- *What helped to make the experience constructive and encouraging?*
- *What would you have like to have been included?*
- *How could you improve your next review – as the reviewer ~ or the learner?*

Track 10: Self evaluation and development (13:45)

This track guides you through a process of identifying your own learning needs and planning, implementing, reviewing and evaluating your personal development programme.

Setting SMART learning objectives

Good targets are always SMART:

- **Specific:** the targets should be very clear – a good test is to consider how easy it would be for a third party to understand them.
- **Measurable:** it should be possible to judge when the targets have been achieved. What will be different? What evidence of success will you be able to present? Don't just think of quantitative measures, think also of qualitative ones. They make be more difficult to measure, but are often more valuable.
- **Achievable:** it should be possible to achieve the targets in the timescale allowed and with the available resources.
- **Realistic:** you must be prepared to accept the costs of achieving the targets. If you cannot set the time aside to achieve a particular target, then it is unrealistic.
- **Timed:** you should think about the time it will take to achieve each target and specify a date in the not too distant future.



Reflection

Consider what you've learnt from this track:

- *Do you create a personal development plan each year for yourself?*
- *Have you ever kept a learning log and looked back and recognised with surprise how much you learnt?*
- *Do you keep a CPD (Continuous Professional Development) log which captures both the formal and informal learning opportunities you experience each year?*
- *Do you evaluate each development plan and make improvements the next time as a result?*
- *Are you an effective learner – or could you make improvements for yourself and your learner?*

Useful weblinks

- **OCR, Oxford Cambridge and RSA Examinations: www.ocr.org.uk**

This awarding body offers qualifications in Coaching and Mentoring. The OCR Certificates in Coaching Learners in the Workplace or Mentoring in the Workplace use the units from the National Occupational Standards for Learning and Development. You can download the standards from the OCR website in the form of a 'scheme book or CAR'.
- **ENTO (the UK standard setting body): www.ento.co.uk**

ENTO has developed extensive occupational standards for coaching and mentoring in recognition of the importance of these roles. You can review the standards on the ENTO website.
- **The Commission for Racial Equality: www.cre.gov.uk**

The CRE works for a just and integrated society, where diversity is valued. It uses both persuasion and its powers under the law to give everyone an equal chance to live free from fear, discrimination, prejudice and racism.
- **The Equal Opportunities Commission: www.eoc.org.uk**

The EOC is the leading agency working to eliminate sex discrimination in 21st Century Britain. The website includes a brief explanation of the Human Rights Act 1998 (HRA) The HRA has a number of implications for employment rights generally, and discrimination claims in particular.
- **ACAS: www.acas.org.uk**

ACAS offers a special 'health check' service to help organisations with equality and fairness. They can suggest the best way to put effective policies in place, including training if necessary.
- **The Health and Safety Executive: www.hse.gov.uk**

The HSE provides a wealth of health & safety information and access to expert advice/guidance.
- **The TUC: www.tuc.org.uk**

The TUC has 70 affiliated unions and represents nearly seven million working people from all walks of life. It campaigns for a fair deal at work and for social justice at home and abroad.
- **Connexions: www.connexions.gov.uk**

This service provides careers-related support and information for young people and their advisers. Personal Advisers are attached to 47 Connexions Partnerships throughout the country.
- **Careers Wales: <https://www.careerswales.com>**

Information and support for young people in Wales.
- **Chartered Institute of Personnel and Development (CIPD): www.cipd.co.uk**

This website provides information on coaching & mentoring, learning & development and self assessment questionnaires for personal development.
- **Coaching and Mentoring for Success: www.word-smiths.co.uk/coaching-mentoring**

Additional Resources

The resources in the following pages include various templates, forms and plans. You can either use these as they are or adapt them to help you to structure the different aspects of your work with learners – and keep track of their progress.

The page size of these resources is, like the rest of the booklet, 18cm x 12cm - so if you want to print any of them out on A4 paper, simply resize the page(s) in your computer's print dialog box.

To print at A4, set the print size to either 'Fit to printable area' or enlarge to 160%. If your print dialog box offers this, you can also centre the image on the page.

Additional resources	Linking to	Page
Learning contract (version 1)	Tracks 3 & 7	32
Learning contract (version 2)	Tracks 3 & 7	34
Action plan	Tracks 3 & 7	36
Coachee/mentee agreement template	Tracks 3 & 7	38
Coaching plan	Track 6	40
Review form	Track 9	41
Self assessment questionnaire	Track 10	42
Personal development plan (version 1)	Track 10	45
Personal development plan (version 2)	Track 10	47
Learning journal (version 1)	Track 10	49
Learning journal (version 2)	Track 10	56

Learning Contract (style 1)

Part 1: The Partners

Learner	
Name	
Role	
Telephone	
Email address	

Organisation	
Name	
Organisation	
Line Manager	
Telephone	
Email address	

Mentor/coach	
Name	
Organisation	
Email address	
Telephone	

Other information	
--------------------------	--

Part 2: Personal & Organisational Objectives

Personal Objectives

What do you hope to achieve by participating in this coaching/mentoring relationship?

Organisational objectives

What do you expect to achieve by participating in this coaching/mentoring relationship?

Learning Contract (style 2)

Learning Contract agreed for:	
Name	
Role	
Telephone	
email address	
Overall purpose	
Either: time allocation (hours /days/months etc)	
Or: time span (1/2 or more years etc)	

Issues & processes

These issues / processes will be addressed via one-to-one mentoring/ coaching with

.....

--

Key learning/ development required which will be addressed outside this mentoring relationship *(ie knowledge, skills & behaviours, or specific work experience opportunities)*

--

Action plan

What I would like to achieve	
Timescale or time target for achieving this	
My strengths	
My fears or concerns	

Which obstacles stand in my way?

I need more information about

I could get support from

Review date for this plan

Mentoring/coaching agreement

What agreement have you, the learner/mentee made with your coach/mentor to support your aims?

How often will you meet/contact each other?	
For how long?	
Where?	
Telephone contact numbers	
Acceptable times of telephone contact	
E mail contact address	
Confidentiality What will (or not) be included in reports or verbal feedback? To whom will reports be circulated?	
What support/approach do you expect from your mentor?	

<p>What behaviors /commitment does your mentor expect from you?</p>	
<p>Any other issues agreed?</p>	
<p>Signed Mentee/learner</p>	
<p>Date</p>	
<p>Signed Mentor/coach</p>	
<p>Date</p>	

Coaching Plan

Learner's aims or objectives

Learner's aims or objectives:		
Actions to meet the aims or objectives <i>Opportunities for learning and practicing the skills.</i>	Responsibilities for the actions <i>Who will carry out each action?</i>	Timescales for completion of each action <i>When or by when will each action be completed?</i>

Review form

Review held with	
On	
At	
Time	
Session No	

Review of what we did

Agreed Action

Self assessment of coaching competence

There are three levels of assessment:

- **Good** – which is above standard
- **OK** – which is acceptable
- **Needs Help** – which is self explanatory and is the information on which to base a personal development plan

Part 1

	Good	OK	Needs Help
1. Analyse			
• You accurately assess the current standards of performance of the learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You accurately identify and agree the future performance goals of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Plan			
• Your skills coaching plan is based on the correct sequencing of the components of the skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You agree methods of regularly monitoring performance and choosing opportunities of applying the learning and achieving performance goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You maximise the scope for the learner to manage their own development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You organise the appropriate time and space for the learner to practise skills, acquire knowledge and gain experience in a structured way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You agree and/or facilitate the appropriate level of support for the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Implement			
• You explain and demonstrate the techniques using an appropriate manner and pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You ensure sufficient opportunities for feedback and discussion to occur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You adjust your coaching style to take account of the learner's progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You ensure liaison and adequate communication occurs with other people involved in the development process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Good	OK	Needs Help
4. Evaluate			
• You regularly evaluate the achievement of goals and standards and explore any factors inhibiting the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You provide encouragement and support to the learner to apply their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You motivate the learner to set new development goals and agree the on-going support they need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 2

	Good	OK	Needs Help
1. Skills			
• You establish rapport and open communication with the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You explain clearly concepts and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You give clarification, summaries and responses clearly and at the appropriate time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You listen actively and positively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You observe alertly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Your questioning techniques are appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You display sensitivity and empathy to the learner's thoughts and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You give feedback that is clear concise, constructive and confidence- building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You obtain acceptance and commitment to performance goals from the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You encourage the learner to accept responsibility for their own development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You recognise different preferred learning styles and adapt to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You actively help learners with special needs and difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Good	OK	Needs Help
2. Attributes			
• You show patience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You have a sense of humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You are assertive not aggressive or patronising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You are firm but not domineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You are knowledgeable and skilful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You are reflective and analytical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You demonstrate confidence and self-belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You are able to manage emotions in yourself and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You act as a motivator and achiever	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• You act as a good role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal Development Plan (style 1)

Review what you have learnt about yourself.

What do you want to improve/develop? (List no more than three.)

I want to improve/develop:

Now list those things you need to do to achieve these improvement/developments:

I need to stop doing ...

I need to start doing ...

I should continue doing ...

Finally, record how you will feel or how you will know when you have succeeded.

How will you feel?

What will have happened?

Date

Name

Personal Development Plan (style 2)

Section 1

Training & Development Need (NB Knowledge & skills & attitudes)	Proposed action	Anticipated outcome	Expected timescale	Actual outcome (evaluation)

Section 2

Indicate how you will develop yourself (reading, observing others, discussion etc)

Section 3

What support will you need and from whom?

Section 4

What work opportunities will you need arranging if this learning is not required for your current role?

Learning journal

(from attending a training or development activity)

Remember that to make the most of this opportunity to reflect, you will be recording your 'memories' of an experience. This should be described in terms of feelings, actions and reactions. You may wish to record these in ways other than in words. Please feel free to create your own log of pictures, cartoons, mind maps, etc. Do not feel constrained by this 'form' – just use the questions as a guide to direct you through the thinking process.

Why did I 'agree to do' this training/development activity?

What did I want to learn?

How do I plan to use this learning to improve my work performance?

What actually happened? Was it what I expected?

What did I learn?

How am I going to use it to improve my performance?

After weeks/months

What happened?

What impact has it had on the business?

Has your performance improved?

Discuss with your colleagues/manager to get feedback

Do I need to improve any more?

If so, what help/support do I need?

What barriers exist? How can I overcome them?

What else do I need to develop/learn?

How do I feel now?

Signed

Date

Feedback opportunity

You may wish to obtain feedback from someone else who was involved or from someone who can help you to reflect further on your performance. If so, you might give them a copy of the above and ask them to record the following- or you can discuss what has happened with them, and again ask them to record their feedback.

Name of witness	
Role	

To the witness: Please record your comments below about what happened.

Can you add anything to the above description/discussion?

Is it a fair reflection of what happened?

How do you think I can improve; what I did or how I did it?

Name of witness	
Role	
Date	
Signature	

Learning journal (style 2: CPD log)

Key dates	What I did	Why	What I learnt	How I will make use of it

Key dates	What I did	Why	What I learnt	How I will make use of it

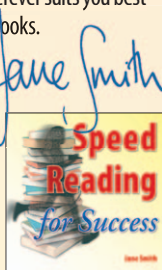
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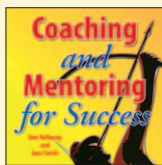
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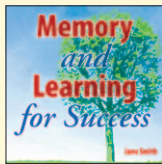
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