

wbs

Warwick  
Business  
School

## CPD - WBS Mentors:- “Mentoring as a relationship”

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## Overview of today

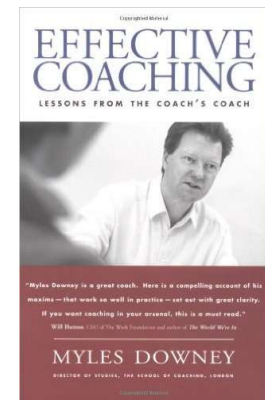
- The views of Myles Downey and Erik de Haan
- Creating an Adult – Adult relationship
- Rapport and trust
- Support and challenge
- Use of self
- The inner game and interference

## Definition of mentoring

Mentoring is a relationship in which the mentor draws on their experience, expertise and knowledge to support and guide a less experienced person in order to enhance their performance or encourage their development.

Effective coaching rests on a solid relationship between coach and player.... As a practising coach and a supervisor of other people's development as coaches, I notice that almost every unsuccessful coaching intervention is a result of a ropey relationship.

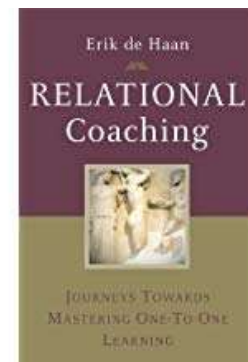
.... Without a relationship there is no coaching. In fact the only real mistake that a coach can make is to damage the relationship irreparably. Everything else is recoverable.



My view of coaching now is that coaching is predominantly an exercise in self-understanding and self-changing on the part of the coachee....

Coachees do the actual work all by themselves, and the only thing that coaching can do is to help them find and activate their natural, inherent abilities....

The only thing the coach can actually influence .... is the relationship between coach and coachee.



How many mentors does it take to change a light bulb?

**How many mentors does it take to change a light bulb?**

One, but the light bulb has really got to want to change.

**What words or phrases capture the nature of your relationships with your mentees?**

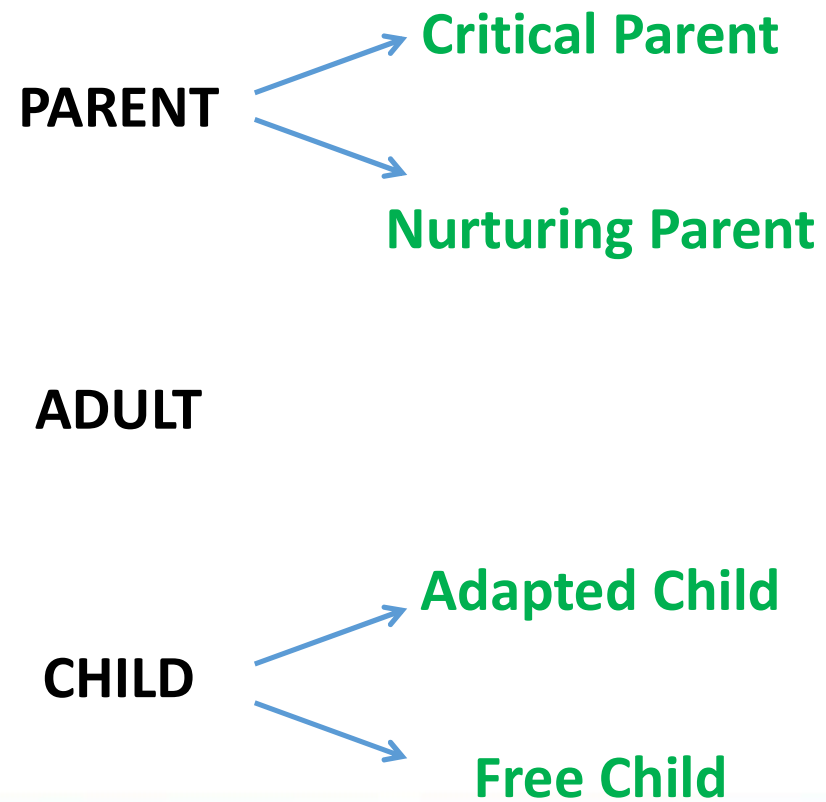
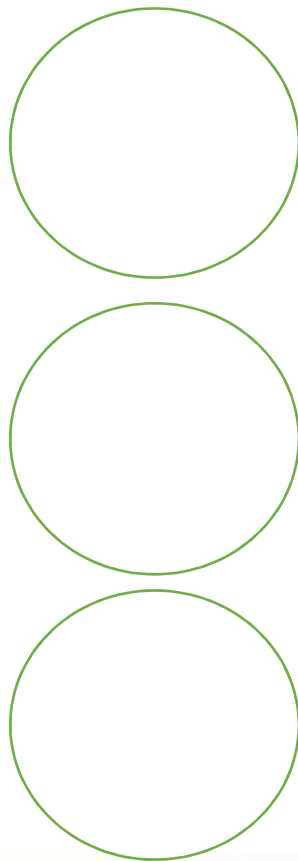
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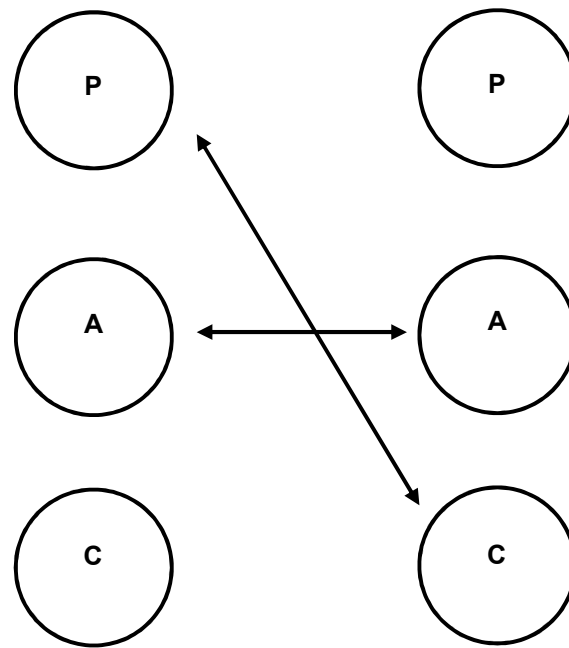
## Transactional Analysis (TA)

- A psychological theory that seeks to explain how individuals think, feel, behave and interact with others, often in patterns that are repeated through life.
- A way of understanding what happens within and between people.
- Fundamentally a psychoanalytic approach which assumes that our early childhood experiences profoundly shape – generally unconsciously – how we live our lives.
- A mentor can work with TA at a cognitive and behavioural level.

## Ego states



## Two types of transaction



# A range of approaches

## DIRECTIVE

Instructing

Giving advice

Offering guidance

Giving feedback

Making suggestions

Summarising

Paraphrasing

Reflecting

Asking questions that raise awareness

Listening to understand

## NON-DIRECTIVE

**PUSH:**  
Solving  
someone's  
problem  
for them

**PULL:**  
Helping  
someone  
solve their  
own problem

## Directive about the process– managing the conversation

NON-DIRECTIVE ABOUT THE CONTENT

EXAMPLE: *Draw a picture of where you'd like to be in five years' time.*

## Mentoring as an Adult – Adult relationship

The intention in mentoring primarily non-directively is to create Adult - Adult relationships, trusting that the mentee knows what is best for them and has the resources to establish their own goals and ways of achieving these.

One danger in operating from the directive end of the spectrum, offering advice or suggestions, is that with some mentees it may lead to a Parent - Child pattern of communication.

If the mentee is in a Child ego state, they are less likely to be aware of what they really think and feel or to take full responsibility for actions to achieve the goals that matter to them.

**In your mentoring sessions, when do you find yourself tempted to move into a Nurturing Parent or Critical Parent ego state?**

Please type your answer in the text box.

## Four principles of providing information

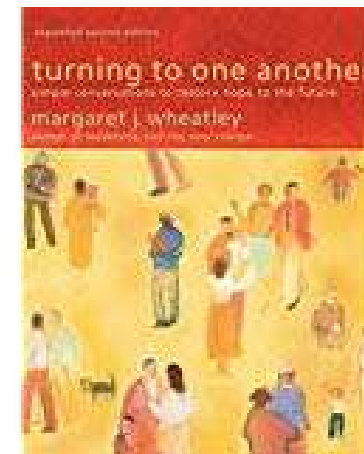
- Check out what the client already knows
- Be accurate
- Be brief – individuals can only absorb a certain amount at a time
- Always respond to a request for information – if the timing seems inappropriate, this may take the form of saying that you will come back to this later

Lynda Ali and Barbara Graham, *The Counselling Approach to Careers Guidance*



## Rapport and trust

Why is being heard so healing? I don't know the full answer to that question, but I do know that it has something to do with the fact that listening creates relationship.



## Four aspects of trust in mentoring

### The mentee trusts the mentor.

#### The mentor:

- trusts the mentee to know what is right for them and how they can achieve this.
- trusts themselves to draw on their experience and intuition to say or do what is required.
- trusts in the mentoring process - to let go of the desire to push for a solution or to fix things and instead to be open to what is unfolding in the conversation.

**On a scale of 1 (“not at all”) to 10 (“completely”), how much do you trust the mentoring process?**

Please type your answer in the text box.

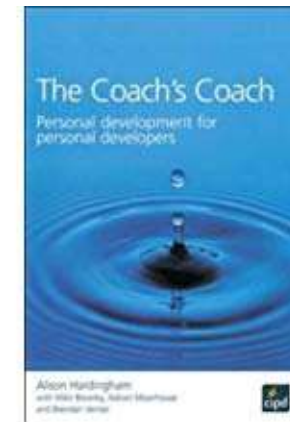
## Support and challenge

A healthy challenge, when delivered from a relationship of trust and mutual respect, serves to stretch people's thinking and drives them to dig deeper into the reality of their situation and the true potential of the future.



## Some roles of a mentor

- Mentor as sounding board
- Mentor as conscience
- Mentor as challenger
- Mentor as teacher
- Mentor as 'safe container'
- Mentor as 'professional friend'



Deciding how often, and when, to take the role of challenger is one of the key things a mentor must pay attention to.

## Which of these roles do you play most often as a mentor?

- Mentor as sounding board
- Mentor as conscience
- Mentor as challenger
- Mentor as teacher
- Mentor as 'professional friend'

Please vote (1) to (5)

## Use of self in mentoring

- Self disclosure – sharing your experience
- Sharing observations – what you notice
- Sharing what is going on within you – your reactions to the mentee

## Self disclosure

- If you choose to share some of your own story with a client, it is important to do this selectively and briefly.
- Self disclosure is in the service of the client, and a lengthy monologue from the coach doesn't help.
- Stories which imply a way forward may be, to a greater or lesser extent, directive.



## Sharing observations with a mentee

Imagine that a mentee is describing a new role they've just taken on. They tell you several times how pleased they are to be in the new job. However, as they speak you notice that they are slumped in their chair, their tone of voice is low, and they are wringing their hands continually. You haven't observed them displaying this type of body language in previous conversations. In short, their words seem inconsistent with their body language.

What might you do in response?

## An advanced skill

I regard the use of self as the highest order coaching skill. It can be the key difference between good and great coaching....

In my view techniques have their place but the most important tool of all is yourself. Your self. In the search for toolkits many aspiring and practicing coaches miss this fundamental point.

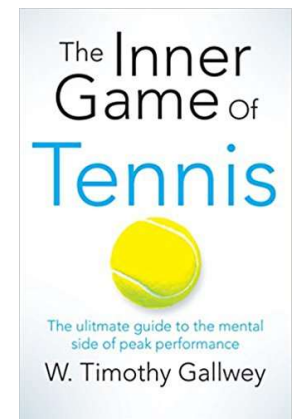
Peter Bluckert

## **In what ways do you use your self in your mentoring conversations?**

Please type your answer in the text box.

## The inner game of coaching

The inner game is the game that takes place in the mind of the player, and it is played against such obstacles as lapses in concentration, nervousness, self-doubt and self-condemnation. In short, it is played to overcome all habits of mind which inhibit excellence in performance.



## The inner game of coaching

PERFORMANCE = POTENTIAL minus INTERFERENCE

(Tim Gallwey)

A common interference: If you are working out the next question while your mentee is speaking, the mentee will be aware that you aren't really listening.

## **What interferences have you experienced in your mentoring sessions?**

Please type your answer in the text box.

## What are you taking from today's webinar?

Capture your own reflections first.  
Then type one or two key takeaways in the text box.

**Any questions?**





## Useful Links

- **Mentor Online Area** - <https://warwick.ac.uk/fac/soc/wbs/central/corporate-relations/careersplus/wbsmentoring/mentor-area>
- Professional Networks - [www.wbs.ac.uk/about/networks/professional/](http://www.wbs.ac.uk/about/networks/professional/)
- WBS Careers Blog - <https://www.wbs.ac.uk/blogs/staff/>

### Exclusive WBS Community Resources – log in

- CareerPlus Shop - [www.wbs.ac.uk/shop/careersplus](http://www.wbs.ac.uk/shop/careersplus) [log-in]
- Career Management Online Tool – [my.wbs.ac.uk/go/career-management](http://my.wbs.ac.uk/go/career-management) [log-in]
- WBS Mentoring Programme – [my.wbs.ac.uk/go/mentoring](http://my.wbs.ac.uk/go/mentoring) [log-in]
- Alumni webpage – [www.wbs.ac.uk/about/alumni/](http://www.wbs.ac.uk/about/alumni/) [log-in]

## Feedback

We'd welcome your feedback on the session:

[https://wbs.qualtrics.com/jfe/form/SV\\_8IAzESjOd8DOTsx](https://wbs.qualtrics.com/jfe/form/SV_8IAzESjOd8DOTsx)

**Thank you!**

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