

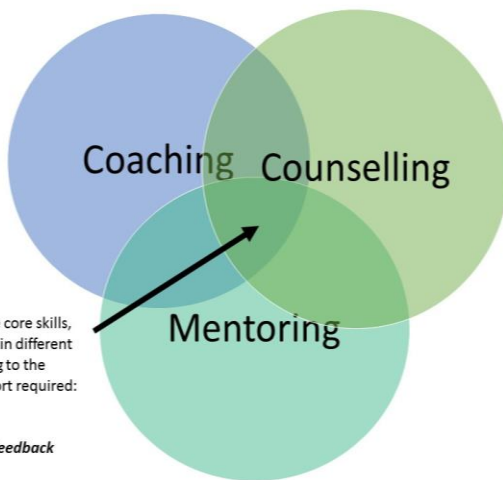
Guidance Notes to Support Coaching or Mentoring

The meaning, context and skills involved

Coaching concerns the complete person – their *Capability, Attitudes* and *Beliefs*. Coaching occurs through a series of conversations in which one person uses the ability to listen, to ask questions and to play back what they have heard to create a relationship of rapport and trust that enables the other to clarify what matters to them and to work out what to do to achieve their aspirations.

Coaching is the dynamic and interactive process of assisting others in reaching their objectives. It involves unlocking a person's potential to maximise his or her own performance.

Coaching, mentoring and counselling share the same core skills but are applied in different contexts, according to the focus of the support required.



All share the same core skills, which are applied in different contexts according to the focus of the support required:

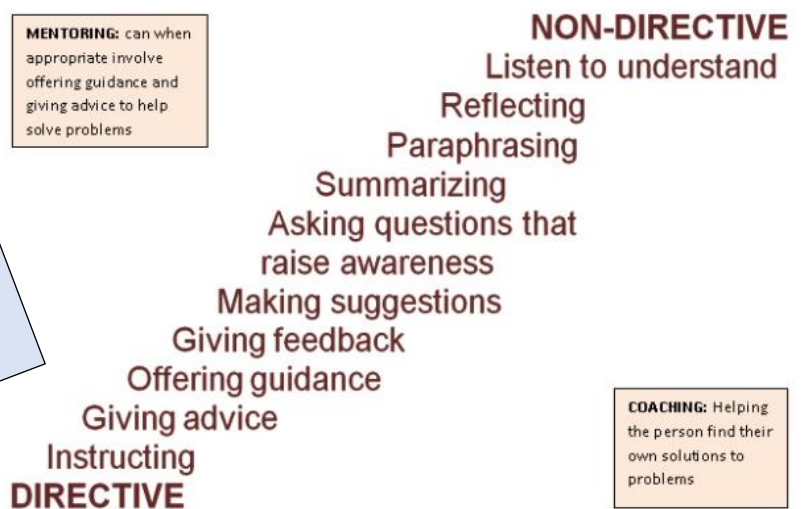
- *Listening*
- *Questioning*
- *Playing back/feedback*

Warwick Counselling Services - It is important to be aware when counselling may be appropriate support, which coaches and mentors are not expected to provide. The Counselling Service provides an opportunity for all staff [and students] to access professional therapeutic counselling so that they may better develop and fulfil their personal and professional potential. Further details can be found at:

<http://www2.warwick.ac.uk/services/tutors/counselling/staffcounselling/>

It is useful to consider coaching and mentoring on a spectrum. Support may be required to be more or less directive at different points in the relationship.

MENTORING: can when appropriate involve offering guidance and giving advice to help solve problems



COACHING: Helping the person find their own solutions to problems

Whilst utilising many of the same core skills, **Mentoring** occurs through a series of conversations in which one person draws on their experience, expertise and knowledge to advise and guide a less experienced person in order to enhance their performance or support their development. It can also help develop an individual's professional networks.

Useful models and approaches to support coaching or mentoring discussions and the resulting development objectives.

Levels of Listening (Covey)

- ▶ **Empathic** - Deep understanding through reflection of words and feeling
- ▶ **Attentive** - Surface level understanding - paraphrase, summarise
- ▶ **Selective** - Hear what you want to hear
- ▶ **Pretending-** Affected by own agenda
- ▶ **Not Listening**

Listening, questioning and playing back

Listening is key to understanding and to provide effective support during coaching or mentoring.

It is important to remember and focus on how you're perceived to be listening as much as how you are actually listening.

By listening empathically it reflects an intention to see things through the eyes of the other person.

Playing Back what has been discussed is important to ensure shared understanding:

- Summarising – the key points of an extended piece of conversation
- Paraphrasing – rewording what the other person has said
- Reflecting back – using the exact words or metaphors spoken

Questioning

Closed questions can be useful in trying to get a specific piece of information, but in building a relationship **open questions** allow for longer responses to create a dialogue and encourage deeper thinking in order to respond.

Open questions usually begin with Kipling's trusted friends:

I keep six honest serving men

(They taught me all I know)

Their names are What? and Why? and

When? and How? and Where? and Who?

The GROW model can be useful to help focus and progress discussions in support of specific goal setting and achievement.

The GROW Model

- **G**oal
 - What do you want?
- **R**eality
 - Current situation?
- **O**ptions
 - What could you do?
- **W**ill
 - What will you do?



With any goal setting or development model, such as GROW, it can be helpful to encourage the learner to set a quality development goal using SMART objectives.