Supporting Professional Development with Coaching & Mentoring

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Background to the Session

- Introduction to us and the work we do at Oxford Brookes University – International Centre for Coaching & Mentoring Studies ICCaMS
- What would help you, our audience?
- Coaching and Mentoring – similarities and differences
- Shared skills sets in coaching and mentoring
- Ethical practice – contracting, reflection
Poll: Rate you level of experience in relation to coaching and mentoring
What do you hope to get out of this session on coaching and mentoring?

- Let us know your HOT topics
Coaching

Thomson (2014) advocates coaching can be seen as; “a relationship of rapport and trust in which the coach uses their ability to listen, to ask questions and to play back what the client has communicated in order to help the client to clarify what matters to them and to work out what to do to achieve their aspirations.”
Mentoring

Broadly, mentoring is associated with; ‘nurturing, advising, befriending and instructing, with mentors serving as advocate, advisors, and promoters.’ (Mullen, 2017).
# Coaching and Mentoring

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Coach</th>
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<tbody>
<tr>
<td>Has plenty in common with the mentee</td>
<td>Works better with less in common with the coachee</td>
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<tr>
<td>Seeks to build up the relationship with the mentee</td>
<td>Has less time available so uses their position of objectivity to their advantage</td>
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<tr>
<td>Intervenes at key transitional moments in the mentee’s life</td>
<td>Is performance-focused and can be accessed at any point in the coachee's life</td>
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<tr>
<td>Is developmental with a broader remit</td>
<td>Is assessment driven and goal-specific</td>
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<tr>
<td>Can be informal, formal or semi-formal</td>
<td>Is predominantly formal</td>
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Table 1. Summary of the differences between Coaching and Mentoring (Salter, 2013)
What do new practitioners want to know?
What is the right way of doing it?

Skills:
- Listening
- Questions
What do new practitioners want to know?

What is the right way of doing it?

Managing the client’s space:

▪ Relationship, particularly …
  ▪ Trust

▪ Confidentiality

▪ Respect for autonomy
What do new practitioners want to know?

What if I do know the answer?
Can I shift between coaching and mentoring?
Coaches’ Flowchart

Setting up the coaching relationship
Contracting
Exploration of boundaries and confidentiality
Initial questioning and rapport building

Developing the skills associated with coaching:
Listening, Questioning, Playing Back & Feeding back,
Being Non-judgemental & Non-Directive and using Reflection (use of Personal Reflection sheet – App 7)

Initial Models and Tools for Coaching
GROW model – App 8, Personal Development Plan - App 9, Johari Window – App 11

More Advanced Models and Tools for Coaching
Diaries in Mentoring and Coaching sessions - App 12,
Force Field Analysis Tool - App 13, Learning Style Preferences - App 14,
Future Scenarios Tool - App 15, Reviewing Decision-making - App 16,
Other Coaching and Mentoring Tools and Activities – App 17

Ending the Relationship and Evaluation
Evaluation form – see Appendix 3
Mentors’ Flowchart

Setting up the Mentoring relationship
- Exploration of boundaries and confidentiality, Crafting agreement, working to nurture the relationship – Mentoring Agreement – App 5 and Mentoring Interaction & Learning Record – App 6

Developing the skills associated with Mentoring
- Listening, Questioning, Playing Back & Feeding back,
- Being Non-judgmental & Non-Directive and using Reflection (use of Personal Reflection sheet – App 7)

Initial Models and Tools for Mentoring
- Personal Development Plan - App 9 and Reflecting to Inspiring Model – App 10

More Advanced Models and Tools for Mentoring

Ending the Mentoring Relationship and Evaluation
- Evaluation form – see Appendix 3
Thank you