

**York St John University Mentor Leadership Programme:**

**Rethinking Mentoring: Day 2**

Welcome to a new professional programme designed, written and developed by York St John School of Education in partnership with Stamford Bridge Primary School, EborHope Teaching Schools Alliance and Campus Stockton Teaching Alliance.

Programme Aims:

* To reconceptualise the process of mentoring and acknowledge the complexities arising within the relationship between mentor and mentee
* To place the self as mentor in a reflexive capacity so that the mentoring process is both effective and flexible
* To create a network of established mentors from a range of schools and settings in order to share and learn from practice

**Lead Mentor Certificate**

Day 3:

Practising mentoring

Day 2:

Mobilising mentoring strategies

**Day 1:**

**Yourself as a mentor**

Gap tasks

Gap tasks

**Year 1**

**Day 2**

**Friday 22nd November 2019**

**York St John University**

**Theme: Mobilising Mentoring Strategies**

**Outcomes of the day:**

* **Review your own practice and development as a mentor**
* **Identify the differences between coaching and mentoring**
* **Understand the limitations of one’s own influences, skills and experience**
* **Develop own techniques and skills in coaching and mentoring**
* **Set targets for own personal and professional development, developing reflexivity**

**Outline of the Day**

**8.30am Arrival at De Grey building foyer for refreshments and signing up for the sessions**

**9.00am Transition to Fountains Lecture Theatre**

**9.15am Welcome and outline of Day 2 (Jenny Carpenter, School of Education)**

**9.25am Keynote Guest speaker, David Britten, Subject Co-Director Counselling, York St John**

**10.15am Reflections & refreshments in De Grey foyer, review of gap tasks informally in small groups**

**10.45am Transition to Session choice (various rooms, De Grey)**

**11.00am Session choice (various rooms, De Grey)**

**12.30pm Lunch (De Grey foyer)**

**1.30pm Session choice (various rooms, De Grey)**

**3.00pm Reflections & refreshments in De Grey foyer, transition to Fountains**

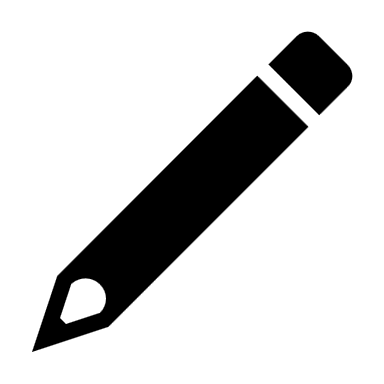
**3.20pm Panel discussion and Q&A (Fountains Lecture Theatre)**

**4.00pm Plenary and close**

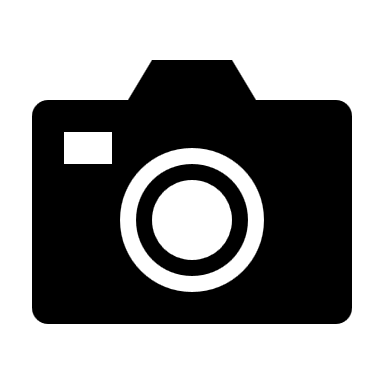


**Arrival and Refreshments**

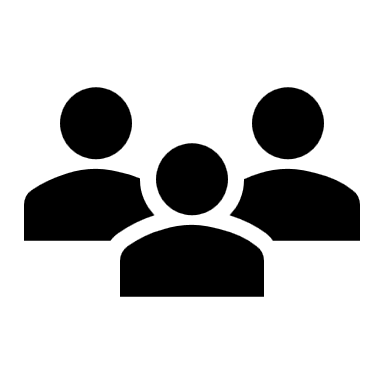
**De Grey Foyer**

****

**Please sign up for two sessions. The sheets are next to the registration desk. Please choose another session if you find one is fully booked.**

****

**All sessions will be recorded.**

****

**Task to complete before you leave today:**

**Identify one person to buddy up with.**

**You and a buddy will communicate between now and Day 3 (March 2020), visit each other in your relevant setting/s and observe each other as you practise mentoring.**

**You are asked to bring reflections on experiences to Day 3.**

**Welcome and Keynote: Fountains Lecture Theatre (9.15-10.15)**

* **Jenny Carpenter,** Subject Director Partnerships, School of Education, Language and Psychology, YSJU
* **David Britten,** Subject Co-Director Counselling, School of Education, Language and Psychology, YSJU

|  |  |
| --- | --- |
| **Welcome and introduction** | **Reflection and Follow-up** |
| Feedback from Day 1  Day 2 overview  Expectations of the programme |  |
| **Keynote: Ethical Aspects of Coaching and Mentoring**  **Aims:** to understand the importance of using an ethical framework to guide practice  This keynote address will argue that coaching and mentoring are at heart ethical activities whose aim is to promote individual and collective human flourishing. It will highlight the value of professional codes of ethics, and argue for the key role of careful contracting in laying the foundations of effective and ethical coaching and mentoring practice.  David Britten is the Subject Co-Director for Counselling at York St John University and a practising coach, counsellor and coach-supervisor. He is currently undertaking doctoral research on the topic of professional conscience in coaching and coach-supervision. |  |

***‘Coaching is a complex craft. When it works successfully for the coachee, it involves a set of sophisticated interactions which take place between two people engaged in a time-bound relationship. While the formal conversation takes place, a parallel series of thoughts and interconnections are arising separately for both the coach and coachee.’***

***(van Nieuwerburgh and Love, 2019)***

**Reflections and Refreshments (10.15-10.45)**

**(De Grey foyer)**

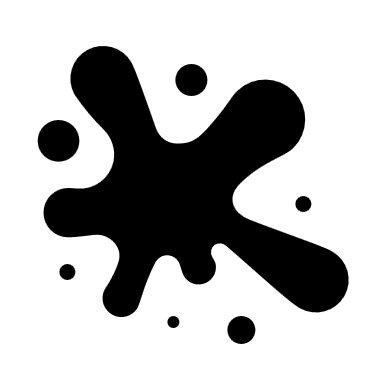
**Key questions:**

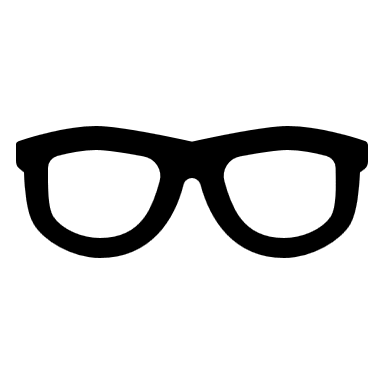
* **How did you get on with the gap tasks?**
* **What experience/s have you had of a difficult scenario?**
* **How did you deal with this and was it effective?**
* **What are your developing strengths?**
* **What areas are you still developing?**
* **Have you identified a ‘buddy’ yet?**

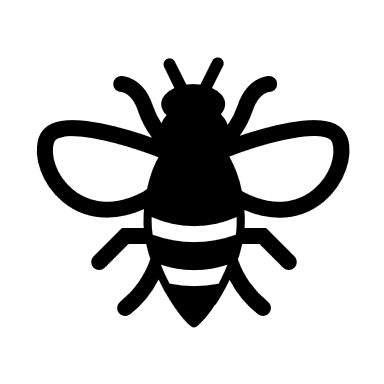


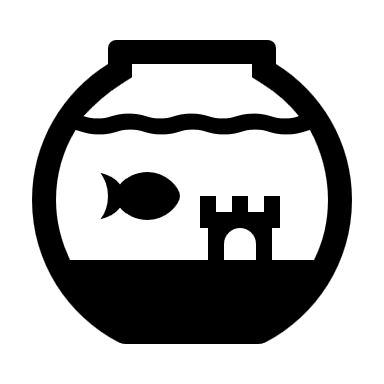
|  |  |  |
| --- | --- | --- |
| **Session Title and Summary** | **Key Points** | **Reflection and Follow-up** |
| **Session 1:** **Developing a coaching culture within your team**  **Rachel Martin *Places limited to 16***  **DG 019**  **Aims:**   * Enhance knowledge of how to create a coaching culture and stronger team working environment * Develop awareness of a range of behaviours to enhance team communication and build positive relationships * Learn practical applications and strategies to engage others and increase creativity and commitment to new ideas * Develop leadership skills and the ability to create an environment where people enjoy coming to work and feel valued, positively impacting on performance   Rachel Martin.  As an experienced Facilitator, Lecturer and Coach, and Subject Director for CPD in the School of Health Sciences, Rachel teaches on a range of undergraduate and postgraduate programmes.  Rachel also designs and facilitates bespoke leadership programmes for organisations, including the NHS.  Rachel is a Certified Facilitator for Time To Think (Nancy Kline) and is inspired by generating independent thinking and enhancing individual and team communications. |  |  |
| **Session 2: What is your mentoring style?**  **Karen Hickman**  **DG 123**  **Aims:**   * To have explored a range of mentoring styles * To have considered the pros and cons of different approaches from the perspective of the mentee and the mentor * To have identified your own natural tendencies and opportunities to expand a range of approaches within your own mentoring practice   With 20 years’ experience of working inside organisations to support the development of people and services Karen is now the Queen Bee and owner of [The Coaching Bug](https://thecoachingbug.co.uk/). This is a position that allows her freedom to do the work she loves and make meaningful contributions to individuals, business and her local community.  She is an experienced coach, and the Project Leader for the [Yorkshire Accord Coaching & Mentoring Scheme](https://www.yorkshireaccord.co.uk/). When she is not working with her 121 clients she spends much of her time working with new and developing coaches and mentors, offering accreditation routes for those who want to professionalise their skills.  Karen believes good quality coaching and mentoring is infectious, and not only do those who engage with it support feel more empowered and confident, they are also are more likely to go on to coach and mentor others as their own career progress. |  |  |
| **Session 3:** **How using coaching principles can support us to have transformational conversations. And prevent difficult conversations**  **Sarah Clarke**  **DG 125**  **Aims**:   * Reflect on your own personal approach and consider how effective this is in enabling others to make progress * Consider how to use coaching principles in working with others * Consider how to use coaching principles as an approach to structuring your own thinking   Sarah Clarke is Director of Teaching School and Workforce Development, Hope Learning Trust,  Director of Teaching School in York. From September 2019, she developed the role to look more closely at colleague development across the Trust (5 secondary and 5 primary schools).  Current personal development includes working towards ICF Associate Certified Coach accreditation. Previously based in London working with a range of organisations, wearing a number of hats: designing and delivering leadership development, Senior Lecturer at Canterbury Christ Church University, education and community engagement consultant, Head of Music. She is most interested in how to engage and empower people to make positive choices about their own development and how to motivate and grow organisational culture. |  |  |
| **Session 4:** **How to recognise and address mental health issues (David Britten)**  **DG 223**  **Aims:**   * To identify signs of mental health problems in a mentee * Use a range of strategies to respond effectively   David Britten is the Subject Co-Director for Counselling at York St John University, and a practising coach, counsellor and coach-supervisor. He is currently undertaking doctoral research on the topic of professional conscience in coaching and coach-supervision. |  |  |

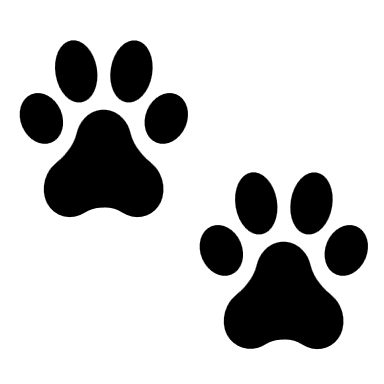
**Doodle Page**











**Panel Discussion and Q&A (3.15-4.00)**

**Fountains Lecture Theatre**

* **Chris Aitkin, Director, Campus Stockton TA**
* **David Britten, York St John University**
* **Brian Rock, ITT Coordinator, EborHope TSA**
* **Louise Whitfield, NQT Lead, York St John University**

|  |  |
| --- | --- |
| **Key Points** | **Reflection and Follow-up** |
|  |  |

***‘A collaborative coach facilitates someone through a process of enquiry, learning and action. Like any form of coaching, our aim is to help someone towards a desirable outcome, such as help them achieve an objective. For the person being coached, the relationship feels like a partnership of equals, rather than anything parental or advisory.’***

***(Starr, 2016, p 13)***

***BLANK***

**Feedback and Evaluation**

***(Please complete this form and return at the end of the final session)***

*Name:…………………………………………………………………………………… School: ………………………………………………………………………*

*Position: ………………………………………………………………………………. Email address: ……………………………………………………………*

*Telephone/Mobile: ……………………………………………………………….*

What did you enjoy most from Day 2:

What did you enjoy least?

What was missing from Day 2?

What would you have liked from Day 2?

What was the most valuable aspect of the day?

What key aspects would you like to be included in Day 3?

Any further comments?

***Thank you for your feedback. The Mentor Development Group will use this information to refine Day 3 of the programme.***

***BLANK***

**Lead Mentor Certificate**

Day 2:

Mobilising mentor strategies

Gap tasks

Gap tasks

Day 3:

Practising mentoring

Day 1:

Yourself as a mentor

**Year 1**

**Day 3**

**Tuesday 31st March 2020**

**Fountains Lecture Theatre and De Grey Building, York St John University**

**Theme: Practising Mentoring**

**Draft Outcomes of the day:**

* **Reflect upon your own practice and development as a mentor and coach**
* **Utilise case studies of your practice to develop reflexivity**
* **Apply skills and techniques alongside coaches, mentors and mentees**
* **Review and set targets for personal and professional development**

**Please ensure you register for the day at:**

<https://www.eventbrite.co.uk/e/mentor-leadership-programme-year-1-rethinking-mentoring-day-3-practising-mentoring-tickets-62359423715>

**Reading List (updated)**

* Ambrosetti, A. & Dekkers, J. (2010) The interconnectedness of the role of mentors and mentees in pre-service teacher education mentoring relationships. In *Australian Journal of Teacher Education*, 35 (6), 42-55
* Andrews, M. (2010) *Understanding the Mentoring experience, Phase 1*. Worcester: University of Worcester
* Bachkirova, T. Cox, E. & Clutterbuck, D. (2018) *The Complete Handbook of Coaching* 3rd Ed.London: SAGE.
* Barber.J. (2005) *Good Question!: The Art of Asking Questions to Bring About Positive Change.* [www.BookShaker.com](http://www.BookShaker.com)
* Blakey, J. & Day, I. (2012) *Challenging Coaching: going beyond traditional coaching to face the facts*. London: Nicholas Brealey Publishing
* Bokeno, M. (2009) Genus of Learning Relationships: mentoring and coaching as communication interaction. In *Developing Learning Organisations: An international journal, 23, (1), 5-8*
* Bray, L. & Nettleton, P. (2006) Assessor or mentor: role confusion in professional education. *In Nurse Education Today*, 27, 848-855
* Burley, S. & Pomphrey, C. (2011) *Mentoring and Coaching in Schools: professional learning through collaborative enquiry.* London: Routledge.
* Bungay Stanier, M. (2016) *The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever.*Ontario, Canada**:** Box of Crayons Press.
* Connor, M. & Pokora, J. (2012) *Coaching & Mentoring at Work*2nd Ed. Maidenhead: OUP.
* Clutterbuck, D. (2014) *Everyone Needs a Mentor* 5th Ed..London**:** CIPD.
* Downey, M. (2014) *Effective Modern Coaching*. London: LID Publishing Ltd.
* Edwards, A. & Collison, J. (1996) *Mentoring and Developing Practice in Primary Schools.*London: OUP.
* Eisenschmidt, E. & Oder, T. (2018) Does Mentoring Matter? On the Way to Collaborative School Culture. *Educational Process: International Journal,* 7 (1): 7 – 23.
* Fletcher, S. (2000) *Mentoring in Schools: a handbook of good practice.* London: Routledge.
* Fletcher, S (2012) *The SAGE Handbook of Mentoring and Coaching in Education.* London: SAGE.
* Furlong, J. & Maynard, T. (1995) *Mentoring Student Teachers.* London: Routledge.
* Garvey, R (2011) *A Very Short, Fairly Interesting and Reasonably Cheap Book About Coaching & Mentoring.*London**:** SAGE.
* Garvey, B. (2009) *Coaching and Mentoring: theory and practice.* London: SAGE.
* Gastager, A., Bock, A., Patry, J., Praauer, V., Fageth, B. (2017) Pedagogical Tact in Mentoring of Professional School Internships. *Global Education Review,* 4 (4): 20-38.
* Gravells, J. (2017) *Mentoring.* St Albans: Critical Publishing.
* Greene, M.T. & Puetzner, M. (2002) The value of mentoring; a strategic approach to retention and achievement. In *Journal of Nursing and Care Quality*, 17 (1), 67-74
* Hal, K.M.R, Draper, R.J., Smith, L.K. & Bullough, JR.R.V. (2008) More than a place to teach: exploring the perceptions of the roles and responsibilities of mentor teachers. In *Mentoring & Tutoring*, 16 (3), 328-345
* Kay, D. & Hinds, R. (2009) *A practical guide to mentoring: how to help others achieve their goals*. Oxford: HowtoBooks
* Kemmis, S., Heikkinen, H., Fransson, G., Aspfors, J., & Edwards-Groves, C. (2014) Mentoring of new teachers as a contested practice: Supervision, support and collaborative self-development.In *Teaching and Teacher Education,* 43: 154-164.
* Lewis, G. & Carter, S. (2012) *Successful Mentoring in a week*. London: Hodder Education
* Lofthouse, R. & Hall, E. (2014) Developing practices in teachers' professional dialogue in England: using Coaching Dimensions as an epistemic tool. In *Professional Development in Education*, 40 (5): 758-778.
* Lofthouse, R. & Thomas, U. (2014) Mentoring student teachers; a vulnerable workplace learning practice*. International Journal of Mentoring and Coaching in Education*, 3 (3): 201-218.
* Looney, A., Cumming, J., van Der Kleij, F., & Harris, K. (2017) Reconceptualising the role of teachers as assessors: teacher assessment identity. In *Assessment in Education: Principles, Policy and Practice.* 1-26: doi:10.1080/0969594X.2016.1268090
* Matthews, R. & Noyes, A. (2016). To grade or not to grade: balancing formative and summative assessment in post-16 teacher trainee observations. In *Journal of Further and Higher Education*, 40 (2), 247-261.
* Maynard, T. (1997) *An Introduction to Primary Mentoring.* London: Cassell.
* National Standards for school-based initial teacher training mentors (July 2016). Available at: <https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter-review>
* Palmer, S. (2007) *Handbook of Coaching Psychology: A Guide for Practitioners.*Hove**:** Routledge.
* Parsloe, E. & Leedham, M. (2016) *Coaching & Mentoring: Practical Techniques for Developing Learning and Performance.*London**:** Kogan Page.
* Pask, R. (2007) *Mentoring-coaching: a guide for education professionals.* Maidenhead: McGraw-Hill/OPU
* Paula, L. & Grinfelde, A. (2018) *The Role of Mentoring in Professional Socialization of Novice Teachers.* Problems of Education in the 21st Century, 76 (3) 364-379.
* Rogers, J. (2016) *Coaching Skills*4th Ed. Maidenhead: OUP.
* Whitmore, J. (2017) *Coaching for Performance - GROWing Human Potential & Purpose*5th Ed. London: Nicholas Brealey.
* Scott, S. (2003) *Fierce Conversations*. London: Piatkus Books Ltd
* Skiffington, S. & Zeus, P. (2000) *The Complete Guide to Coaching at Work.*London**:** McGraw-Hill.
* Starr, J (2014) *The Mentoring Manual.* Harlow: Pearson Education Ltd.
* Starr, J. (2016) *The Coaching Manual*4th Ed. Harlow: Pearson Education Ltd.
* Stephens, P. (1996) *Essential Mentoring Skills.* Cheltenham: Nelson Thornes.
* Suchankova, E. & Hrbackova, K. (2017) Mentoring in the Professional Development of Primary and Secondary School Teachers. In *Journal on Efficiency and Responsibility in Education and Science*, 10 (1): 7-15.
* Tillema, H., Smith, K., & Leshem, S. (2011) Dual roles - conflicting purposes: a comparative study on perceptions on assessment in mentoring relations during practicum. In *European Journal of Teacher Education*, 34 (2):139-159.
* Tolhurst, J. (2010) *The Essential Guide to Coaching and Mentoring*. London: Institute of Education.
* van Nieuwerburgh, C. (2012) *Coaching in Education: getting better results for students, educators and parents.* London: Karnac Books.
* van Nieuwerburgh, C. (2017) *An Introduction to Coaching Skills: a practical guide 2nd Ed.* London: SAGE
* van Nieuwerburgh, C. & Love, D. (2019) *Advanced Coaching Practice: inspiring change in others*. London: SAGE
* Vannasche, E. & Kelchtermans, G. (2014) Teacher educators' professionalism in practice: Positioning theory and personal interpretive framework. In *Teaching and Teacher Education*, 44, 117-122.
* Watson, C. (2018) *Upskill: 21 Ways to Professional Growth.* Carmarthen: Crown House Publishing Ltd.

Leadership Coaching

* Anderson, D. & Anderson, M. (2005) *Coaching That Counts: Harnessing the power of leadership coaching to deliver strategic value.*Oxon: Routledge.
* Driver, M. (2011) *Coaching Positively: Lessons for Coaches from Positive Psychology.* Maidenhead: OUP.
* Lee, G. (2003) *Leadership Coaching: From personal insight to organisational performance.*London**:**CIPD.
* O'Neill, M.B. (2007) *Executive Coaching with Backbone & Heart: A Systems Approach to Engaging Leaders with Their Challenges.* San Francisco**:** John Wiley & Sons.
* Passmore, J. (2010) *Leadership Coaching: Working with Leaders to Develop Elite Performance.*London**:** Kogan Page.
* Whitmore, Sir J. (2017) Coaching for Performance 5th Ed. London: Nicholas Brealey Education

Organisational Context

* Brockbank, A. (2007)*Facilitating Reflective Learning Through Mentoring and Coaching.*London: Kogan Page.
* Hawkins, P. & Smith, N. (2013) *Coaching, Mentoring and Organisational Consultancy*2nd Ed.Maidenhead**:** OUP.
* Passmore, J. (Ed) (2015) *Excellence in Coaching: The Industry Guide* 3rd Ed. London: Kogan Page.

Other

* Faulkner, C. (2014) *NLP: The New Technology of Achievement.* Audible Audio Book available at <https://www.amazon.co.uk/NLP-New-Technology-Achievement/dp/B00NPPXOJG/ref=sr_1_2?crid=30AYZ5C1W2ZGW&keywords=nlp+the+new+technology+of+achievement&qid=1559135784&s=books&sprefix=NLP+the+new+technol%2Cstripbooks%2C126&sr=1-2>

**Resource**

**Bank**

**Feedback on coaching and mentoring practice**

Please complete the following at the end of your coaching/mentoring sessions to enable your coach/mentor to develop their skills and evaluate the effectiveness of their coaching/mentoring.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key Coach/Mentor attributes** | **Please rate your coach/mentor** | | | | | | | | | | | |
| Builds rapport | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Is non-judgemental | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Shows listening skills | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Uses questioning skills to help me self-reflect | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Has a structured approach to sessions | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Is friendly | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Helped me set my goals | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Empathises | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Shows respect | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Is motivating | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Is supportive | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Maintains confidentiality | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Has patience | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Gives feedback when appropriate | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |
| Helps me achieve my goals | poor | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Excellent |

**Please describe your overall experience of coaching/mentoring with your coach:**

**How could your coach/mentor improve?**

**(From Yorkshire Accord)**

**SWOT Your current performance as a coach/mentor**

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| **Things you already do well and the knowledge and experience you nring to the role of the coach/mentor** | **Things you are less confident in, haven’t done yet or know you need to get better at** |
| **Opportunities** | **Threats** |
| **Things you can do and people/circumstances around you that can help and further support your development** | **Things that may get in the way, prevent or challenge your development as a coach/mentor** |

**(From Yorkshire Accord)**

**Coaching and Mentoring Record**

**Coach/mentor: Session Number: Coachee/mentee:**

**Date: Location: Time spent:**

**Section 1: details of coaching session**

|  |
| --- |
| **Summary of coaching activity/discussion** |
|  |
| **Outcomes and actions agreed as a result of this session** |
|  |

**Section 2: reflection on coaching/mentoring skills/approach**

|  |
| --- |
| **What were my strengths? What worked well?** |
|  |
| **What areas do I need to improve? What was less effective?** |
|  |

**(From Yorkshire Accord)**

**Drawing up a ‘contract’ for a coaching & mentoring relationship**

It is a good idea to draw up an agreement for working together at the start of your new relationship and to review it regularly. This will make sure you both understand the ground rules for working together and know that you are keeping on track.

Your sgreement should include the following areas:

**Procedures**

* How often will we meet?
* How long are the sessions likely to be?
* At what times will we meet?
* Where will we meet?
* Who will take responsibility for setting up meetings?
* Who will take responsibility for drawing up the agenda?
* What are the arrangements for cancelling / postponing meetings?
* Who will arrange room bookings?
* How will we ensure we are private and uninterrupted?
* What are your aims and how can my mentor help me reach these aims?
* When and how will we review our progress?

**Professional issues**

* Can I contact my coach/ mentor between sessions, and if so how?
* What are the core topics we want to discuss?
* What are the limits to the scope of the discussion (i.e. what do we not want to talk about, what is ‘off limits’)?
* What are we prepared to tell others about the relationship and our discussions?
* Who shall we tell and how?
* What responsibilities do we have to others (e.g. line managers, the Co-ordinator of the scheme)?
* How will we ensure my line manager supports our work?
* Are there likely to be any conflicts or overlaps between the coach/ mentor and line manager’s roles? If so, how will these be managed?

**Psychological issues**

* What are our expectations of each other and of the coaching & mentoring relationship?
* How closely do our expectations match?
* How will we check that everything is going well in the relationship on an ongoing basis?
* What will we do if things are not going well?
* How will we end the relationship if either think it is not working?
* How (and when) do we think it will finish if everything goes well?
* How open and honest are we prepared to be?
* What are the limits (if any) to confidentiality in this relationship?
* Are we willing to give and receive feedback?

There is an agreement template on the next page. A written agreement is not essential, but you should at least discuss the issues on the template. The agreement is for the coach/mentor and coachee/mentee. It’s not intended to be share with anyone else unless you both agree that it will be

|  |  |  |
| --- | --- | --- |
| **Coaching and mentoring agreement** | | |
| Name of Coach/Mentor | |  |
| Name of Coachee/Mentee | |  |
| How often will we meet and for how long? | | |
|  | | |
| Where will we meet and at what times? | | |
|  | | |
| Who will book the room? | | |
|  | | |
| How will we ensure we are private and uninterrupted? | | |
|  | | |
| Arrangements for cancelling / postponing meetings? | | |
|  | | |
| How many sessions shall we plan initially and when shall we plan a review? | | |
|  | | |
| Initial goals or topics for coaching and mentoring | | |
|  | | |
| Any particular issues around confidentiality that need considering | | |
|  | | |
| Anything else we have agreed | | |
|  | | |
| Coach / mentor signature |  | |
| Coachee / mentee signature |  | |
| Date |  | |

**(From Yorkshire Accord)**

**What style of coach/mentor are you?**

|  |  |
| --- | --- |
| **Directive** | **Facilitative** |
| You definitely need to act on this feedback | How are going to respond to the feedback? |
| Let’s focus first on sorting the personal issues you say you’ve been having with Joanna and then we’ll go through the change of direction on your areas of focus | What seems more important to focus on first, what’s been happening with Joanna or the change in your area of focus? |
| I’m thinking this is caused by lack of planning | What do you think is causing this? |
| If you want to improve your social life, you need to join a group or club | What options might you have for improving things socially? |
| I know, try telling the children to do this: it works for me | What other ideas do you have around this? What options are there? |
| I think you need to revisit your initial goals and original commitment and act from those | What do you think is stopping you at the moment? |

**(Adapted from Starr, J. (2017) The Coaching Manual 4th Ed. Harlow: Pearson Education Limited, page 14)**

****

**Coaching as a way of being**

Listen to others

Allow for choices

Give feedback

Show interest

Select goals

Six ways of adopting   
a ‘coaching   
way of being’   
all of the time

Believe in others

**(van Nieuwerburgh, 2017, p183)**

**Body Language Clues**

|  |  |
| --- | --- |
| **Body posture** | **Possible meanings** |
| Leaning forward | Aniticpation, excitement  Engaged in topic  Eagerness to leave |
| Leaning backward | Comfortable  Does not want to talk about topics being discussed  Repulsed, disgusted |
| Standing upright | Reserved  Confident  Uncomfortable |
| Stooped shoulders | Dejected  Deflated  Feeling hopeless |
| **Hands** |  |
| Fists clenched | Nervous  Angry |
| Drumming fingers | Irritated  Impatient |
| Hands clasped | Comfortable  Wishing for something |
| Hands in steeple shape | Feeling superior  Thinking deeply |
| Biting fingernails | Anxious  Impatient |
| Hand on chin | Thinking  Bored |
| Rubbing chin | Thinking  Evaluating |
| Finger in front of mouth | Thinking that she should not speak  Thinking of something that cannot be discussed |
| **Arms** |  |
| Crossed | Defensive  Feeling protective about topic |
| Linked behind head | Feeling superior  Aggressive |
| Dangling behind chair | Disengaged  Tired |
| Stroking shoulder | Self-comforting  Rewarding self |
| **Legs** |  |
| Crossed | Defensive  Uncomfortable about topic |
| Feet twisted around each other | Anxious  Uncomfortable about topic |
| Feet swinging | Playful  Feeling dependent |
| Stroking thighs | Self comforting |
| Legs bouncing up and down | Anxious  Impatient |

**(van Nieuwerburgh, 2017, p122-123)**

**Scale of Rapport**

**(Starr, 2016, p 55)**

**A Coaching Feedback Model**

**(Accessed at** <http://www.coachingcultureatwork.com/wp-content/uploads/2018/04/Tools-for-the-Coaching-Manager-The-Coaching-Feedback-Model.pdf> **)**

**Supporting a mentee’s ability to hear a tough message (Starr, 2016, p118)**

* **Balance difficult messages with positive statements**
* **Take personal responsibility for the views you are giving, e.g., ‘I notice..’ or ‘I think…’**
* **Use open questions to encourage the coachee to shift perspectives or explore other avenues of thought**
* **Use words/phrases with a neutral or diminished emphasis to describe difficult situations or emotions, e.g., ‘some discomfort’, ‘slight resistance’, etc**
* **Communicate supportively using non-verbal signals, e.g., posture, facial expressions, tonality, eye contact**
* **Link observations fo goals, e.g.,’ I’m wondering if in the longer term this might help your desire to build more rapport’.**