



# BECOMING A MENTOR

## CEMS SAMP 2011 Student Alumni Mentoring Programme

Introductory workshop to Alumni  
London, March 24<sup>th</sup> 2011

## What does your own experience tell you?



- What kind of mentoring did you receive?
- What did you like about the mentoring you received?
- What did you dislike about your mentoring?
- How well did your mentors prepare you for your career?
- How well did your mentors help you progress through your career?
- What did you NOT receive as a mentee that would have been helpful to you?

## The origins



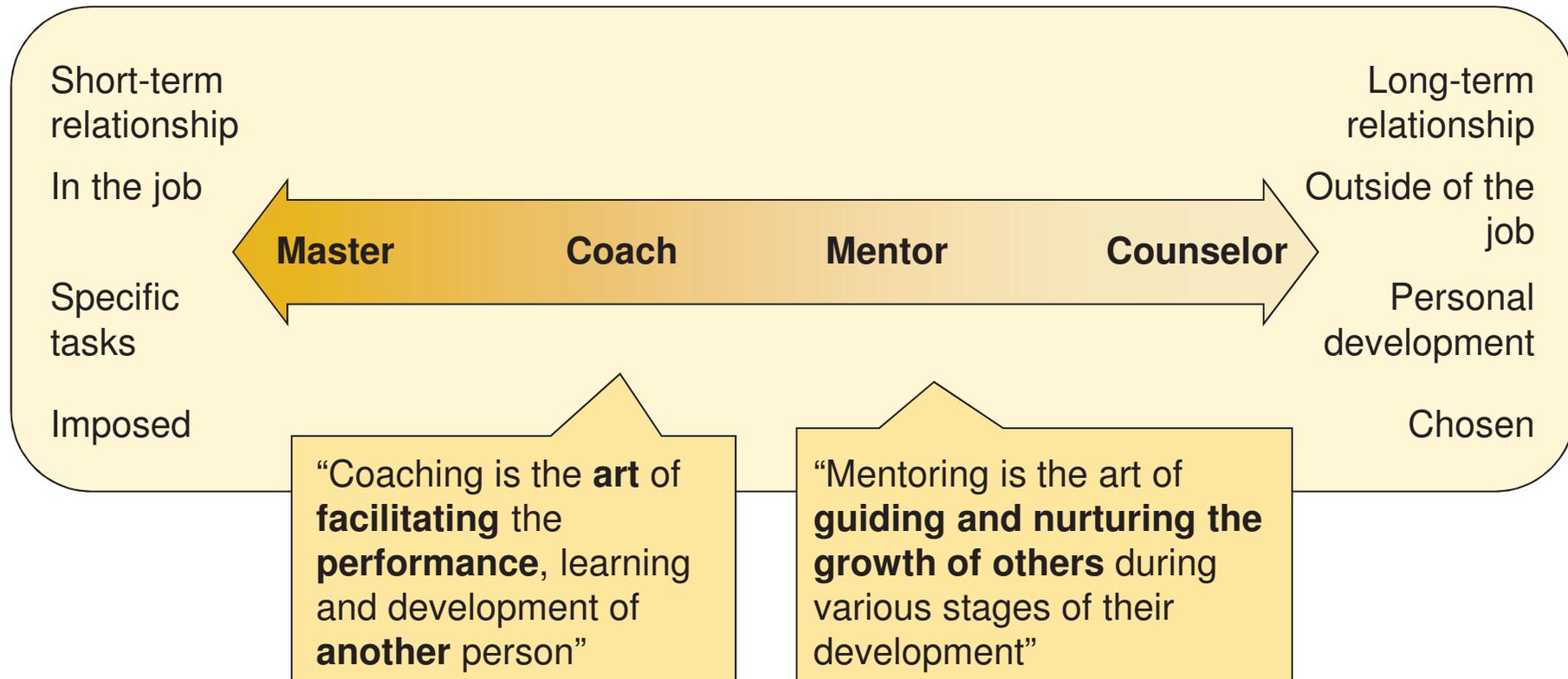
The term mentor originated in classic Greek Mythology when **Mentor** , a wise teacher, was asked by his friend Odysseus to watch over his precious son, Telemachus, as he embarked on a lengthy voyage. As a surrogate parent, Mentor **gave support, love, guidance, protection, and blessing** to the young child until the return of his father.

## So... what is a mentor?

- **Advisors**, people with career experience willing to share their knowledge;
- **Supporters**, people who give emotional and moral encouragement;
- **Tutors**, people who give specific feedback on one's performance;
- **Masters**, in the sense of employers to whom one is apprenticed;
- **Sponsors**, sources of information about, and aid in obtaining opportunities;
- **Models of identity**, of the kind of person one should be...



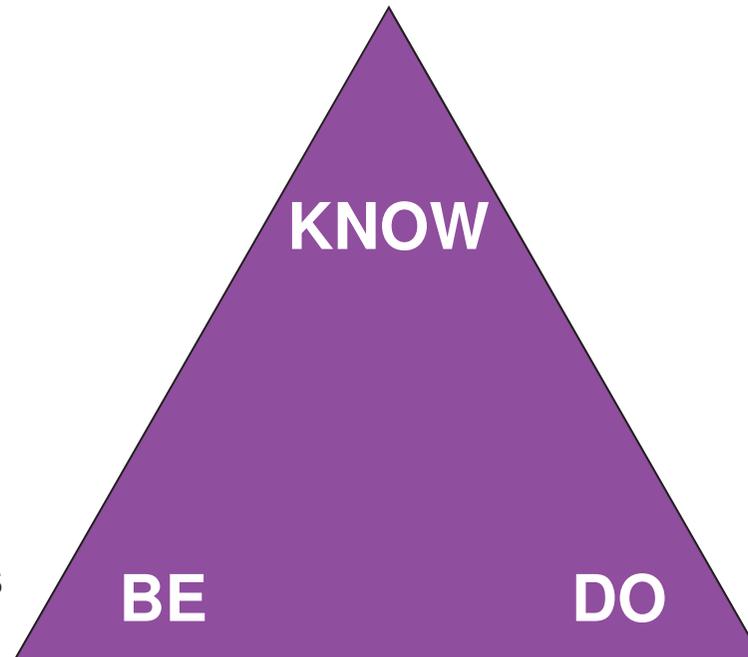
# Mentoring or coaching? A continuum of roles



**Mentors and coaches use the same skills with different goals**

## To be a good mentor you need to...

- Concepts
- Techniques



- Self-awareness
- Mindset

- Practice
- More practice...

## Active listening: what is your intent?

Over here?

Over there?



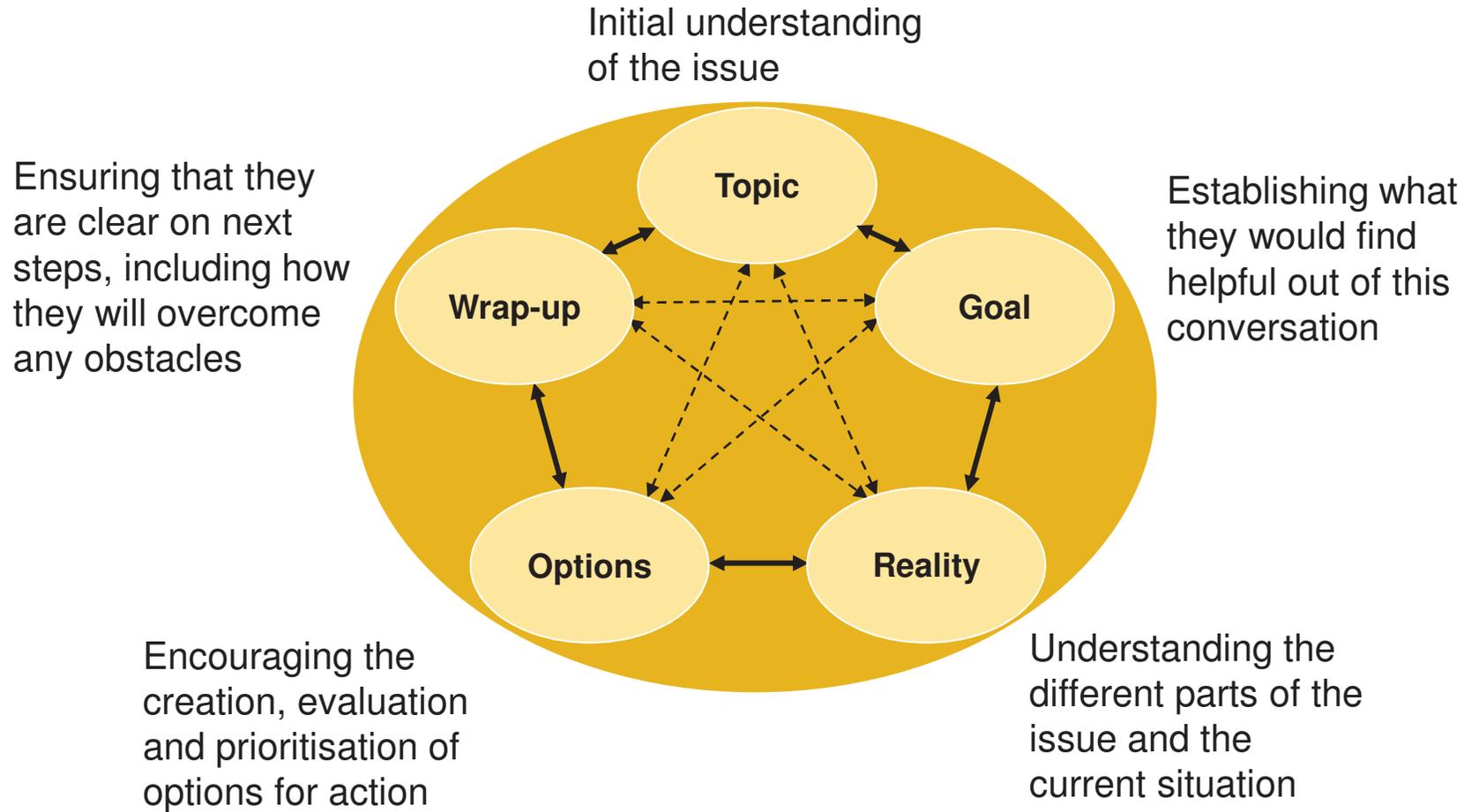
### Some tips and exercises

- What would be a 10 on a scale of 1-10, and a 1?
- What would help you get to 10?
- Think about times when you were totally focused, totally absorbed in another person
- Recall in a structured way a memory of a good conversation, to be able to recreate a sense of that
- 'Practise looking in another person's eyes for extended period of time and feeling curious about what they are thinking - awkward but afterwards paying attention a lot easier

# The spectrum of coaching skills



# The GROW model as a way to structure interactions

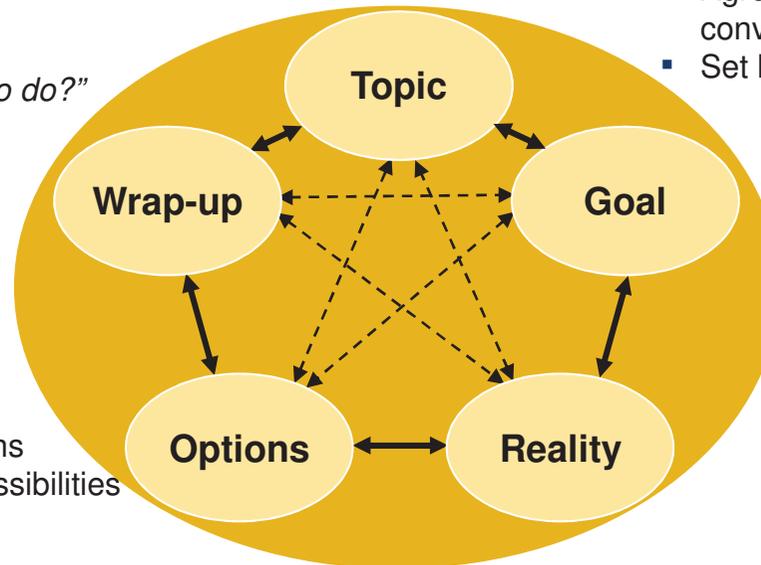


**Also works for short 10 minute conversations!!!**

# The GROW model helps manage coaching conversations towards meaningful results

- Identify issue (informal)
  - Agree on topic for discussion (formal)
- “So what’s the challenge?”*  
*“Would you like to talk about X, or is there another topic we should focus on?”*
- Define specific steps, timing, support
  - Identify possible obstacles and how to overcome them
  - Commit to action

*“What specifically are you going to do?”*  
*“What’s going to get in the way?”*  
*What can you do about that?”*  
*“What help do you need?”*  
*“So what are you going to do tomorrow to get started?”*



- Agree on objective for this specific conversation
- Set long-term aim if appropriate

*“I’ve got [30 minutes] now – what would be most helpful for you in that time?”*  
*“Where should we aim to reach by the end of this conversation?”*

- Ask for all the possible options
- Challenge to identify new possibilities
- Encourage prioritisation

*“What could you do to move things forward?/What could you do differently? ...anything else?”*  
*“What if there were no constraints?”*  
*“Imagine yourself in [5] years time – looking back on today, what would you have done?”*  
*“Which of these would you do first?”*  
*“Which of these is most interesting for you to pursue?”*

- Invite explanation and assessment of situation
- Surface all the issues and aspirations

*“So tell me what’s going on... What else?”*  
*“Why is that happening?”*  
*“Is that always true? When does that not happen?”*  
*“You mentioned [unusual phrase or comment]... say more about that”*  
*“How would you rate it on a scale of 1-10?”*  
*“Tell me how you’d like this situation to be”*

# Balancing asking and telling applies to all elements of the GROW model



		<b>Goal</b>	<b>Reality</b>	<b>Options</b>	<b>Wrap-up</b>
<b>Ask</b>	<b>Reflect</b>	It sounds like you'd like to focus on... (?)	So the work is going well overall, but you're concerned about... (?)	What I'm hearing is that you see 3 options... (?)	So you're feeling confident of being able to follow through ... (?)
	<b>Ask clarifying questions</b>	What would a successful outcome look like? What specifically should we focus on?	What reasons did they give for the change? How would you account for your success?	What would be involved in pursuing that option?	Exactly when do you think you could complete that task?
	<b>Ask facilitating questions</b>	What do you want? What would you like to get out of this session?	Where are you now? What's working? What's not working?	What are some options for change? What resources might you use?	What are some steps you can take? What obstacles might you face?
	<b>Ask challenging questions</b>	What would be a goal that would represent a breakthrough for you and for the organization?	What prevented you from saying what you thought directly to others?	If you knew the answer, what would it be?	On a scale of 1 to 10, how committed are you to carrying out the actions you have described?
	<b>Assert</b>	Given what you've said, I think we should focus on... (What do you think?)	I see you making assumptions that you may not be aware of... (What's your reaction?)	I see another option that I'd like to put on the table... (What do you think?)	I think you need to do A first, then B, for the following reasons... (Does that make sense?)
<b>Tell</b>					

## The basics of a good mentoring relationship



### **Mentor**

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- Engage mentees in ongoing conversations
- Demystify the profession, organization or business
- Provide constructive and supportive feedback
- Provide encouragement and support
- Help foster networks
- Look out for our mentee's interests
- Treat your mentee with respect
- Individualize and personalize your interactions

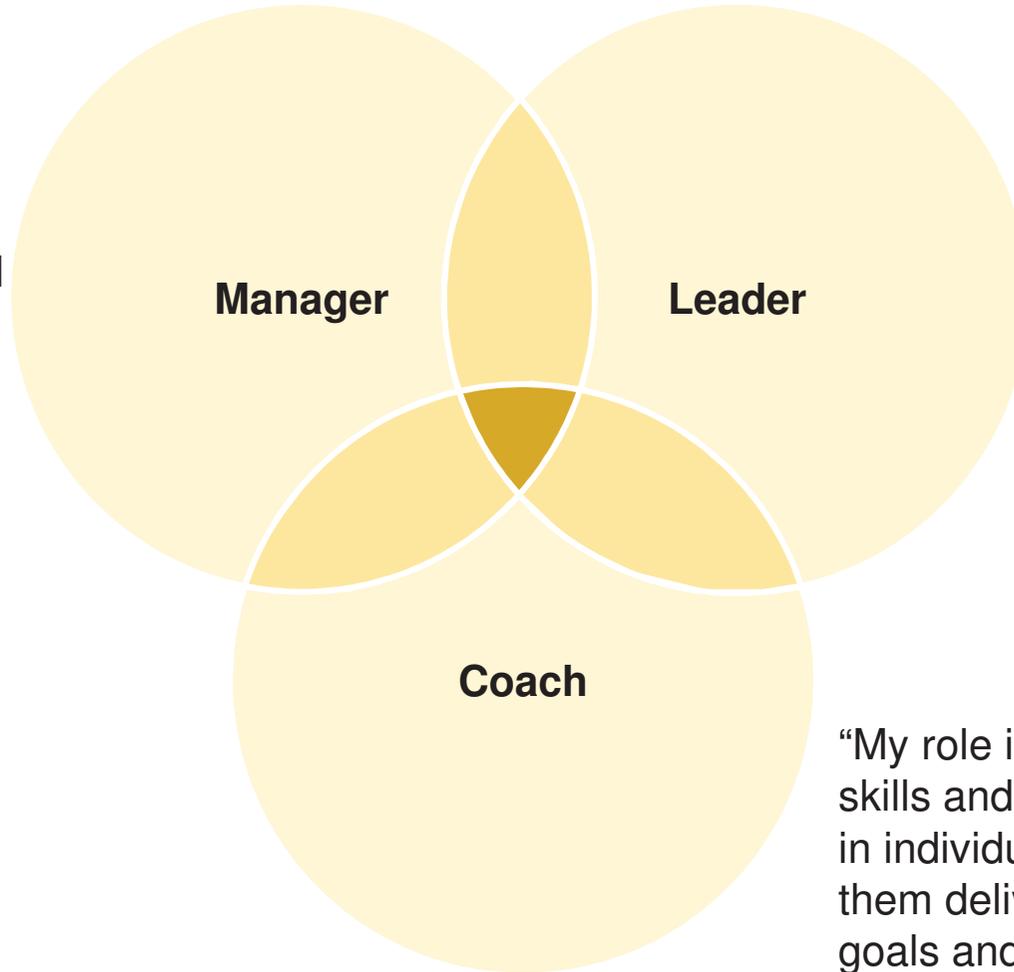
### **Mentee**

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- Be efficient in interactions with your mentor
- Take yourself seriously
- Accept critiques in a professional manner
- Be responsible
- Demonstrate your commitment
- Follow your mentor's advice
- Respect boundaries

# Coaching, managing and leading are interrelated

“My role is to set individual goals and parameters for my people and ensure they deliver against them”



“My role is to help people to understand where the organisation is going and why, and inspire them towards it”

“My role is to build skills and confidence in individuals to help them deliver agreed goals and plans”

## The coaching mindset

### Reflex response

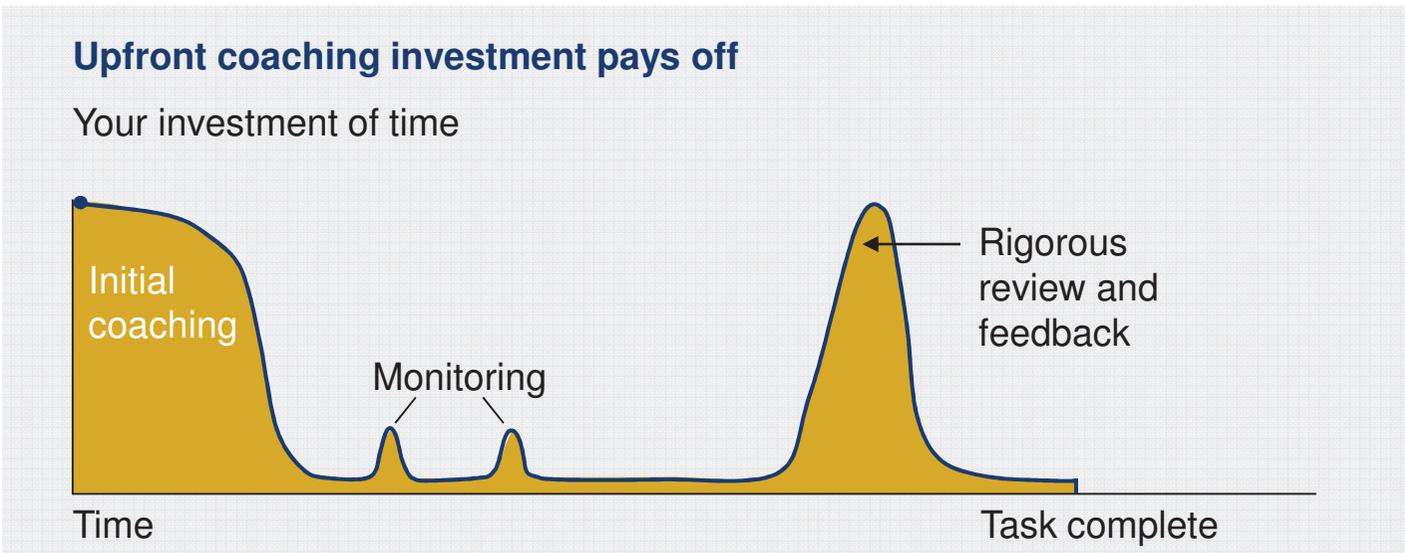
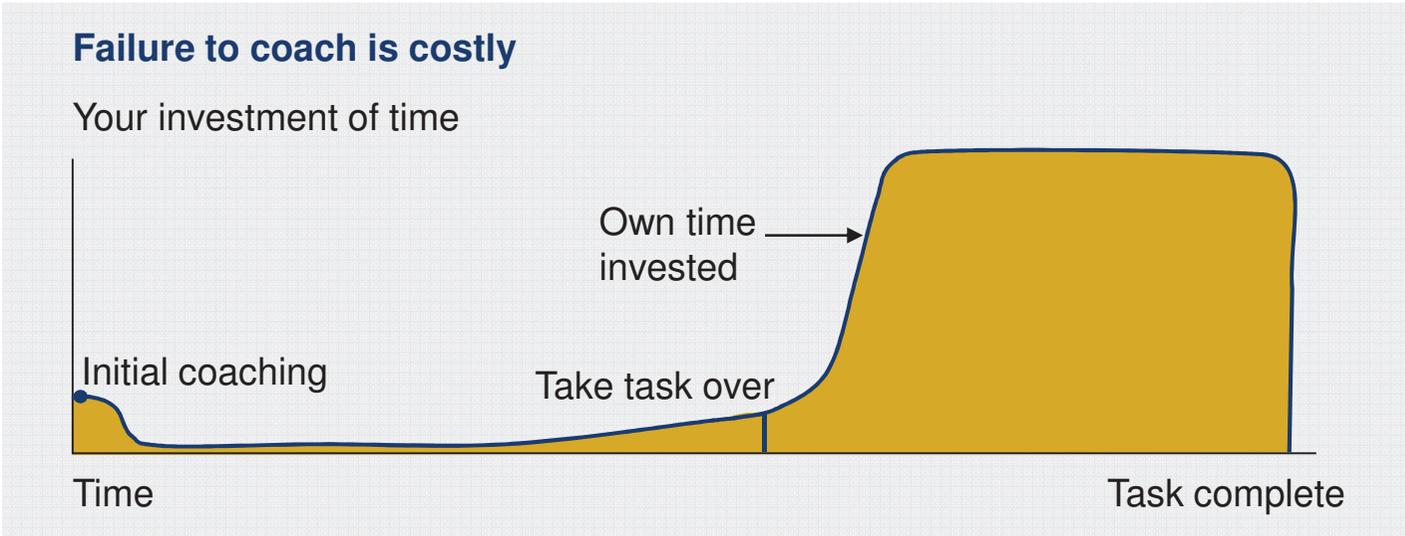
- Coaching takes a lot of extra time
- Criticism is demotivating; it's better to say something positive or to say nothing at all
- My contribution as a coach depends on what I know
- My style is my style: it'll work with anyone

### Mindful approach

- Coaching requires a small investment of time now to save time later
- People want to grow; critical feedback from others is essential
- I can coach by supporting, challenging, and knowledge sharing
- I will be more effective if I can adapt to the coachee's learning style

“...to help another effectively, I must understand what he understands. If I do not know that, my greater understanding will be of no help to him...to be a teacher in the right sense is to be a learner. Instruction begins when you, the teacher, learn from the learner, put yourself in his place so that you may understand what he understands and in the way he understands it...” –  
**Søren Kierkegaard**, *The Journals*, 1864.

# Leaders who coach reap substantial benefits



ILLUSTRATIVE!

## Mentoring and coaching at work... when and how?

Reason to Coach and Mentor	Actions to Take
<b>Building Skills:</b> Set up opportunities for new skills to be learned and practiced.	<ul style="list-style-type: none"> <li>• Use coaching and mentoring to break up large-scale tasks into smaller ones, gradually introducing new skills.</li> <li>• Before selecting a training program, coach and mentor your staff to identify performance targets they want to achieve.</li> </ul>
<b>Progressing Projects:</b> Oversee progress and monitor any problems on projects.	<ul style="list-style-type: none"> <li>• Link coaching and mentoring sessions with progress reports over the life of the project.</li> <li>• Work through problems that could hinder the successful completion of the project.</li> </ul>
<b>Developing Careers:</b> Prepare staff for promotion or show them a clear career path.	<ul style="list-style-type: none"> <li>• Work on coaching and mentoring goals that could result in recognition for staff achievements.</li> <li>• Focus on long-term projects that are challenging and bring out potential, rather than small-scale jobs.</li> </ul>
<b>Solving Problems:</b> Help staff to identify problems and possible routes to a solution.	<ul style="list-style-type: none"> <li>• Encourage staff to define the problem and to come up with their own route to a solution.</li> <li>• Remain sympathetic to your staff's difficulties, while encouraging them to deal with problems robustly.</li> </ul>
<b>Brainstorming:</b> Direct the creative input of the team to keep projects on track.	<ul style="list-style-type: none"> <li>• Accentuate the generation of creative options rather than getting bogged down in problems.</li> <li>• In team coaching and mentoring, take a lead by offering creative ideas of your own, and then invite the team to assess them.</li> </ul>
<b>Overcoming Conflicts:</b> Diffuse disagreements among team members.	<ul style="list-style-type: none"> <li>• Coach and mentor staff to develop greater insights into others' perspectives and therefore avoid misunderstandings.</li> </ul>
<b>Remotivating Staff:</b> Restore enthusiasm and commitment within the team.	<ul style="list-style-type: none"> <li>• Establish people's needs and aspirations and link these to performance targets.</li> <li>• Be prepared to dig for the issues that really concern the employee and be ready to talk them through.</li> </ul>

# Using GROW to frame a performance conversation

## Topic

- What I'd like to discuss (e.g. your role in the transformation plan and how I can best support you)
- *Check for understanding – anything you want to talk about?*

## Goal

- What I would like to achieve in this conversation (e.g. complete explicit performance contract)
- *Anything else you'd like to get out of it? Any questions you'd like answered or discussed?*

## Reality

- Starting point
  - My perspective on the context for this work (e.g. summary of story – reason for transformation, reason for this theme, desired 'from-to')
  - *Any views, information or observations you have that I should know about?*
- Role
  - The role I'm expecting you to play and why I think this would be a good fit for you
  - *Does this make sense? Are you comfortable with this? What would it take to get comfortable?*
- Expectations
  - Our 'performance contract' – what you will do, by when, with what resources
  - *Issues: Any gaps or open issues? Any concerns? Any obstacles?*

## Options

- Finding solutions
  - *What would be needed to address any gaps/issues/concerns/obstacles?*
  - *Any support that you need, including from me?*

## Wrap-up

- Concrete next steps – what you will do, what I will do, when we will next speak



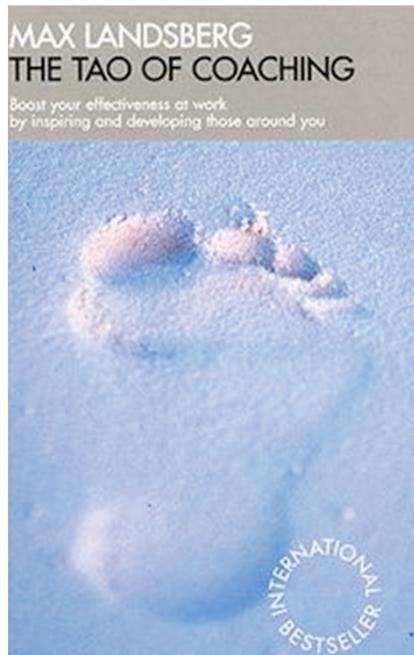
# **BECOMING A MENTOR - APPENDIX**

**CEMS SAMP 2011**  
Student Alumni Mentoring Programme

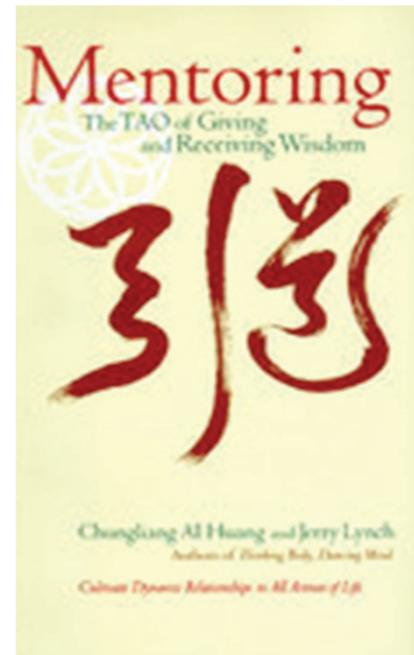
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## Recommended readings

**“The Tao of Coaching”**,  
Max Landsberg



**“The Tao of Giving and Receiving  
Wisdom”**, Chungliang Al Huang and  
Jerry Lynch (Harper Collins,  
San Francisco, 1995)



# COACHING CHECKLIST



## Before

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- I take a moment to make sure I am being my 'best self', concerned with the coachee's development not with my own agenda
- I always ask permission before I give coaching ("Would you find it helpful to talk it through?")

## During

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- I give the person 100% of my attention (I look them in the eye, don't take calls (!), don't look at my papers etc.)
- I ask genuine questions to which I don't have the answer ("What would happen if you tried doing this..." NOT "Did it ever occur to you that...")
- I listen to the answers and pick up on non-verbal cues
- I concentrate on developing the person's real strengths
  
- I make sure that the coachee is clear about next steps and what it is they are taking forward from the conversation

## After

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- I keep the conversation confidential
- I make it clear that I am still available for support

## Why?

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- Helps you stay connected to your good intent, and be fully "present" for the other person e.g. really listening, not pushing your own solution
- Creates reflective "space"
- Signals good intent (minimising any potentially defensive response)
  
- Shows you care about what you are saying and about the individual
- Encourages sharing ideas
- Encourages open communication
- Building on strengths can move individual and team performance from good to great. Concentrating on weaknesses can be demoralising
  
- Ensures insights aren't lost, get translated into action
- Helps to identify remaining barriers
  
- Trust is critical for a high quality conversation
- Doesn't leave coachee "dangling", encourages momentum for continued progress

## Mentoring “contract”

- Why are you part of the SAMP programme?
- What topics would you like to work on?
- What is your goal? What do you want to achieve?
- What do you expect from each other?
- How would you like to work together? How often will you meet? Will you interact regularly or ad-hoc?
- When and how will you give each other feedback and reassess your mentoring relationship?

## Speed coaching – 3 quick routines

What's on your mind?



Why?



Why?



Why?

What's on your mind?



Why's that?



What are you able to do about that?



So what's your plan/next step?

How good would [it] be on a scale of 1-10?



Why's it not zero?  
Why's it not 10?



What would make it a 10 (or raise the score)?



Is that something you could do?