

*"People are usually more convinced
by reasons they discover themselves
than those found by others."*

Blaise Pascal

'TOWARD MENTORING EXCELLENCE: MODULE 2'

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O'Brien Institute for Public Health

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Course Facilitators

MAUREEN MOTTER-HODGSON, B. ED, M.ED., CPCC

Maureen Motter-Hodgson is an Executive and Organizational Coach who has been engaged in leadership development coaching since 2000. She brings over twenty-five years' experience of working in organizations as a leader and consultant to her coaching practice and understands the daily challenges faced by leaders and their teams. Maureen's belief that coaching is the 'missing link' in learning transfer fuels her energy and enthusiasm for this work.

As a Facilitator, she specializes in the design and delivery of programs to help individuals and organizations achieve more sustainable results. In her coaching practice, she supports leaders and their management teams as they engage in those oftentimes challenging conversations required to work more effectively together. Maureen's signature strengths as a coach are her directness, compassion and insight, and her clients appreciate her ability to challenge and support them as they enhance their leadership presence.

She designs customized training programs for organizations in such areas as Coaching and Mentoring Skills for Leaders, Navigating Conflict and Difficult Conversations in the Workplace, Leading with Confidence and Courage and Enhancing Team Effectiveness.

Maureen has a Master's Degree in Adult and Community Education and Coaching Certification through the Coaches Training Institute. She is a graduate of ORSC (Organization and Relationship Systems Coaching) Program, and is certified in the Myers-Briggs Type Indicator. She is a Past President of ICF Calgary, a charter chapter of the International Coach Federation and is active in the coaching community here in Calgary.

CAROLYN POOLE, B.SC., PCC, CPCC, CCMC

Carolyn Poole is a professional Executive and Career Coach who has been coaching privately and in organizations since 2003. Augmenting her coaching experience, Carolyn has 20 years of experience developing customized workplace learning programs focusing on leadership development and personal effectiveness. Having held leadership roles in both large and small organizations, Carolyn knows first-hand the challenges and the joys of managing and developing people and of leading teams.

Carolyn's coaching credentials include; PCC (Professional Certified Coach) through the International Coach Federation, CPCC (Certified Co-Active Coach), and CCMC (Certified Career Management Coach). She is also certified in the Myers Briggs Type Indicator, the Winslow Profiles and Reports system and a variety of 360 feedback assessments.

In addition to her private coaching practice, Carolyn is also the Lead Coach for the Centre for Creative Leadership (CCL) Calgary coaching faculty. In this role she coaches executives on working strategically to deliver consistently outstanding results and facilitates small groups helping leaders enhance their ability to resolve conflicts and coach their staff.

Clients call Carolyn a trusted coach/partner who helps them identify and leverage their strengths, illuminate and overcome their blind spots, build confidence, and raise the bar on performance. Here's what one client had to say, "*You kick butt as a coach, with your unique blend of warmth, compassion, and gentle toughness.*" Clients describe working with Carolyn as a collaborative, dynamic and transformational experience.

Learning Outcomes

AS A LEARNER, YOU WILL:

- **Explore different levels of listening that will enhance your ability to assist your mentee**
- **Use curiosity and powerful questions to enhance your mentoring relationship and empower your mentee**
- **Have an opportunity to practice your skills and receive feedback on your strengths and insight into ways to further develop your skills**
- **Begin to develop your 'signature' mentoring style**

Mentoring Definition

“Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development.

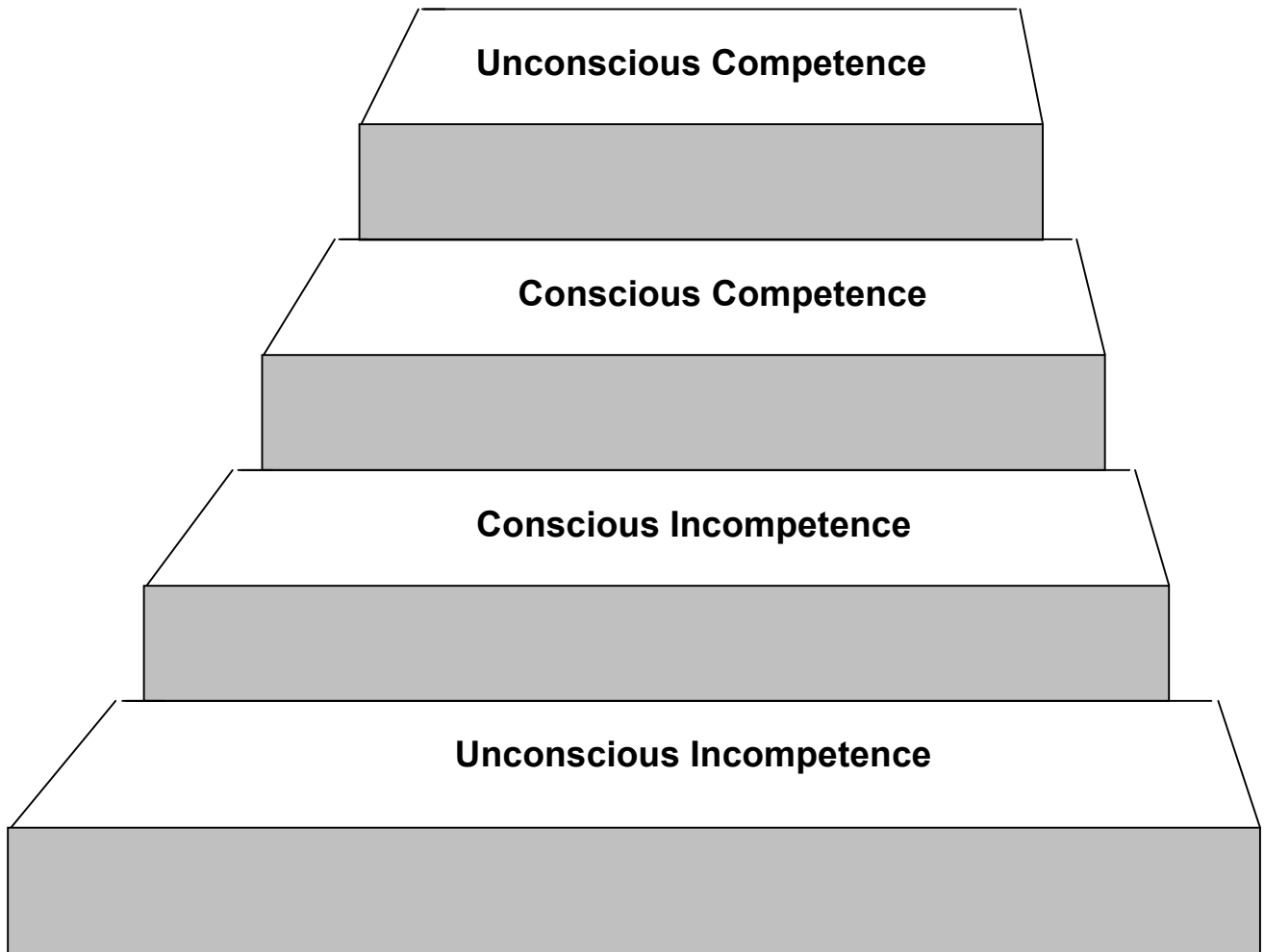
Mentoring entails informal communication, usually face-to-face and during a sustained period of time between two persons, one who is perceived to have greater relevant knowledge, wisdom or experience, and one who is perceived to have less.”

- One of the most effective methods for passing on skills, knowledge and wisdom
- It is a reciprocal learning relationship
- Involves skillful coaching
- A method for understanding the culture, organizational values and strategic direction
- Increases self-awareness for the mentor and mentee
- Builds leadership capacity

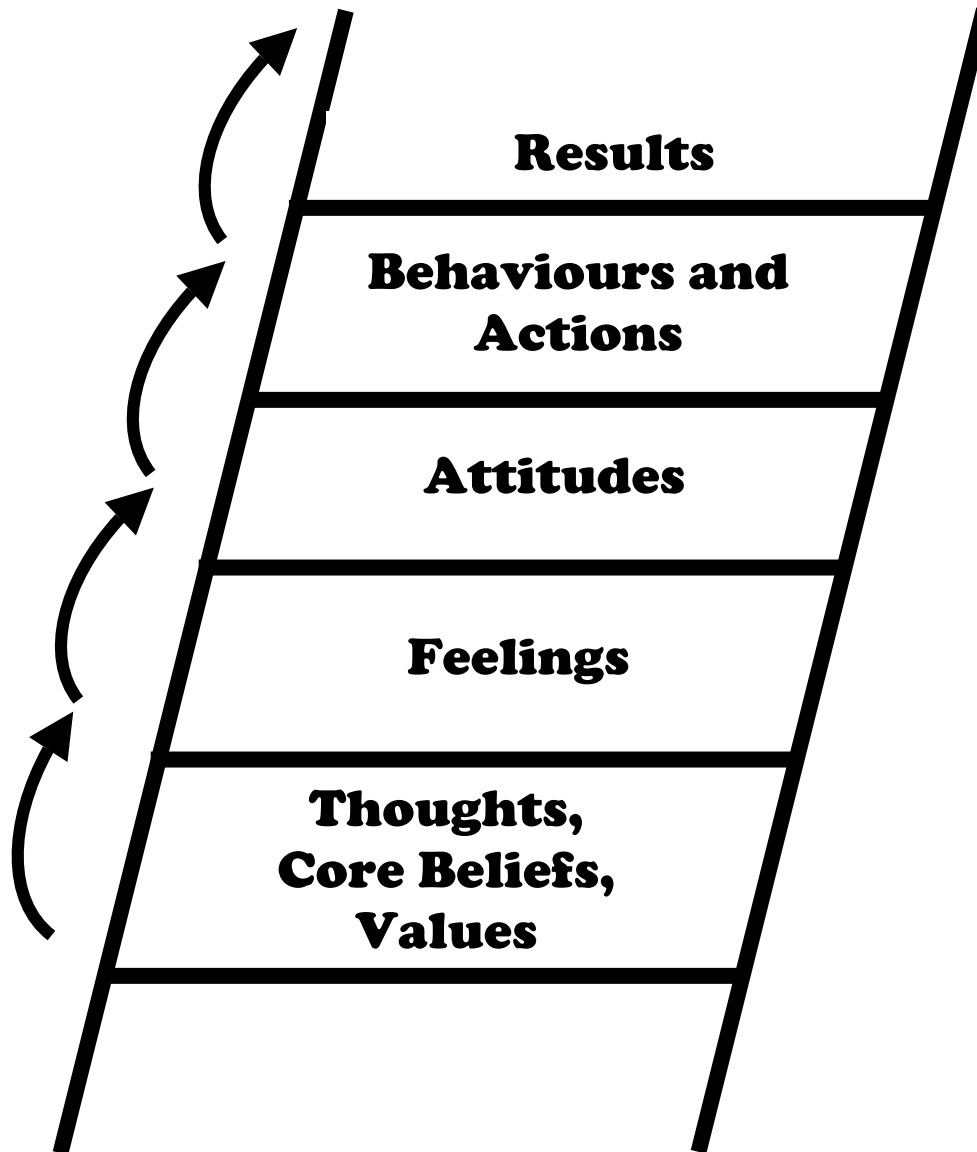
Foundations of Mentoring Using a Coach-like Approach



Learning Steps



The Ladder of Results



Adapted from the work of Alexander Caillet, *The Thinking Path*; 2002

Effective Listening

LISTENING IS EXTREMELY IMPORTANT TO COMMUNICATION SKILLS AND IS AN ESSENTIAL ELEMENT OF LEADERSHIP.

We communicate to exchange ideas, thoughts, information, and share feelings. In order to be an effective communicator, we must be clear about what it is we want to convey, ensure the message is received as intended, and listen effectively. Listening is about being present, about 'being with' what the other person is saying, without passing judgment.

There Are Three Levels of Listening

LEVEL 1: ATTENTION IS ON *ME*

When listening at level 1, our focus is on our inner voices and ourselves. While we may hear the voice of the other person, we are primarily aware of our own opinions, thoughts, judgments, feelings, needs and wants. We may be nodding and saying "ah-ha", but inside we're saying things such as, "*I had an experience like that*", or "*This is really boring*". Level 1 is also where we develop understanding, figure things out and learn.

LEVEL 2: ATTENTION IS ON *THEM*

When listening at level 2, there is a hard focus with all of our attention directed at the other person, listening to every word and nuance. Level 2 informs us. The internal chatter has shut down. A good example of level 2 is two people in love. They are completely focused on each other and the rest of the world does not exist. The focus is on what they say, how they say it, and what they don't say.

LEVEL 3: ATTENTION IS ON *THE SPACE*

When listening at level 3 there is a soft, wide-angled focus that takes in the entire environment and everything that is going on. The focus is on what we see, hear, feel and smell. We're aware of the energy between others and ourselves, as well as how the energy is changing. We detect happiness, sadness, lightness and shifts in attitude. We are attentive to what is being said and what is not being said. We are conscious of underlying tone, mood, impact of the conversation, where it's taking us, and the person with whom we are communicating.

What Is Empathy?

Empathy is the ability to be affected by another's state of mind, situation, frame of reference or point of view, without taking it on for yourself or owning it. This requires a great deal of self-management.

It is about understanding and or appreciating what the other person is thinking and feeling. Having empathy or being empathetic also encompasses the ability to communicate your understanding to the other person or persons.

The ability to empathize with others is a powerful coaching skill.

What Is Sympathy?

Sympathy encompasses the ability and capacity to relate to and take on the emotions and feelings of another. It occurs when we associate ourselves with their emotions and feelings. The inclination is to feel the same or similar emotions and act from that place. There is often a sharing of experiences and feelings. We often feel sorry for the other person.

When acting from a place of sympathy it is very difficult to be coach-like as we have ownership in the emotions or feelings.

***The key to successful empathic listening
is your presence.***

***Your presence conveys understanding,
creates the safe environment for risk taking,
and builds trust.***

Curiosity

Curiosity is a critical communication skill. It is how we determine what is really going on, and what is important. Utilizing our curiosity can assist in the development of others by helping them to discover their own answers.

Throughout our lives, we have learned that specific questions lead to specific answers, and we believe these are the right answers. There is a big difference between questions that elicit information and those that encourage self-exploration.

EXAMPLES OF QUESTIONS:

Information Gathering	Curious
<ul style="list-style-type: none">• What would you like to eat?• How many times did you exercise this week?• What courses will you take?	<ul style="list-style-type: none">• What would fill you up?• What does 'being fit' mean to you?• What would you like to learn more about?

When you ask powerful and curious questions the person you are communicating with reflects, and in so doing discovers their own answers. When people discover their own answers, they become energized and are more committed to making changes. Deep learning takes place and learning that comes from within often leads to sustainable change.

Curiosity creates a safe and unchallenging space. How often is someone really interested in what we are thinking or feeling? How often does someone take the time to ask our thoughts, opinions, concerns and really hear what we are saying?

Source: Co-Active Coaching: *New Skills for Coaching People Toward Success in Work and Life*; Laura Whitworth, Henry Kimsey-House, & Phil Sandahl.

Powerful Questions

Powerful questions are the way for you to access the creativity and resourcefulness of the other person. **They are not questions where you have disguised the solution** – i.e. “Have you thought of doing _____?”, but rather are completely curious, where you stand in the position of not knowing, and not being the expert.

At times we leave people with a powerful question called an ‘inquiry’ to ponder at the end of a conversation. An inquiry does not have a specific answer. Instead, it is designed to have the recipient spend time on self-reflection and discovery, which assists in exploring options, and clarifying their position and path forward.

CHARACTERISTICS OF POWERFUL QUESTIONS:

- Curious
- Short 5-7 words long
- Simple
- Open-ended (*how, what, who, when?*)

IMPACT ON THE OTHER PERSON

- They do the work
- They understand the bigger picture
- Allows them to explore options
- Helps them determine the path forward
- They commit to action

CHARACTERISTICS OF NON-POWERFUL QUESTIONS:

- Long
- Complex
- Multiple, serial
- Yes / no responses
- Disguised Solutions

IMPACT OF NON-POWERFUL QUESTIONS

- You do all of the work
- Other person relies on your knowledge
- Other person may become resistant

Sample Powerful Questions

SUBSTANCE

- What seems to be the main obstacle?
- What concerns you the most about.....?
- What do you want?
- What's stopping you?

OPTIONS

- What are the possibilities?
- If you had your choice, what would you do?
- What are the possible solutions?
- What if you do and what if you don't?
- What options can you create?

ASSESSMENT

- What do you make of it?
- What do you think is best?
- How does it look to you?
- How do you feel about it?
- What if it doesn't work out?

IMPLEMENTATION

- What is the action plan?
- What will you have to do to get the job done?
- What support do you need to accomplish...?
- What will you do?
- When will you do it?
- How will you know you have reached it?

INQUIRY

- What is really important to you?
- How is this position honoring or dishonoring your core values?
- If someone were introducing you a year from now, what would you like them to say about you?
- What is the impact you would like to have going forward?

Essential Mentoring Skills

Intruding

Learning to intrude is important in powerful questioning. Don't wait for an opening in the conversation. Just jump right in and ask your question. Ask questions such as:

- What is the payoff for you in that?
- What is another way of looking at this situation?

Bottom Lining

Bottom lining is the skill of assisting the other get to the real issue or essence of his or her situation without engaging in a long drawn out description of the situation or story. It requires and instills a brevity or succinctness on the part of both the listener and the speaker.

Self-Management

Self-Management is the skill of being fully present with the other, shutting down the mind chatter, (which we all have), and putting our own agenda aside. It involves being clear about our intention to listen and being curious prior to the beginning of the conversation, and maintaining this commitment throughout.

Brainstorming

Brainstorming is a creative and collaborative exercise between the mentee and the mentor where both throw out ideas, possibilities and options. In the first stage of brainstorming there are no bad ideas – in fact it often helps the creative process for the mentor to suggest some wild and “out of box” ideas to get creative juices flowing!

Once all the possibilities are on the table the mentee sorts through the ideas and chooses the one(s) that feel right for them. Resist a natural urge to be “attached” to ideas you've presented or to use brainstorming as a camouflage to pitch certain ideas.

“The best questions are those that generate awareness and responsibility.”

John Whitmore, Coaching for Performance

Accountability

Accountability is following through with what we say we are going to do. It is determined by three questions:

- What are you going to do?
- By when will you do this?
- How will I know?

Mentoring Practice: Listening, Curiosity and Powerful Questions

Roles: Speaker, Listener and Observer

Note: There will be 3 sets of skill practice. Each person will have the opportunity to take on each of the 3 roles. Each of the 3 skills practices will be timed for approximately 8 minutes as outlined above.

Speaker: “What do you need to be more effective in your role?”

Listener’s role: Respond and ask questions from Levels 2 & 3, where you listen for what they say, how they say it, and what they don’t say. Also use curiosity and ask powerful questions. Do your best to go to accountability during this conversation.

Observer’s role: Use the Observer Checklist and Feedback page. Observe and assess how the listener used Level 2 and Level 3 listening, Curiosity and Powerful Questions. What was the impact on the Speaker? Make notes with examples of the above.

Debrief in larger group: Be prepared to share some of your experience and insights with the larger group.

Observer Checklist and Feedback

Was Level 2 Listening Observed? Yes No Unsure

If yes, examples...

Was Level 3 Listening Observed? Yes No Unsure

If yes, examples...

Was the Mentor expressing Curiosity? Yes No Unsure

If yes, examples...

Did the Mentor ask any Powerful Questions? Yes No Unsure

If yes, examples...

Observations of any impact on the Speaker noticed by the Observer

(verbal and/or nonverbal)