

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

Blaise Pascal

'TOWARD MENTORING EXCELLENCE: MODULE 3'

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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.

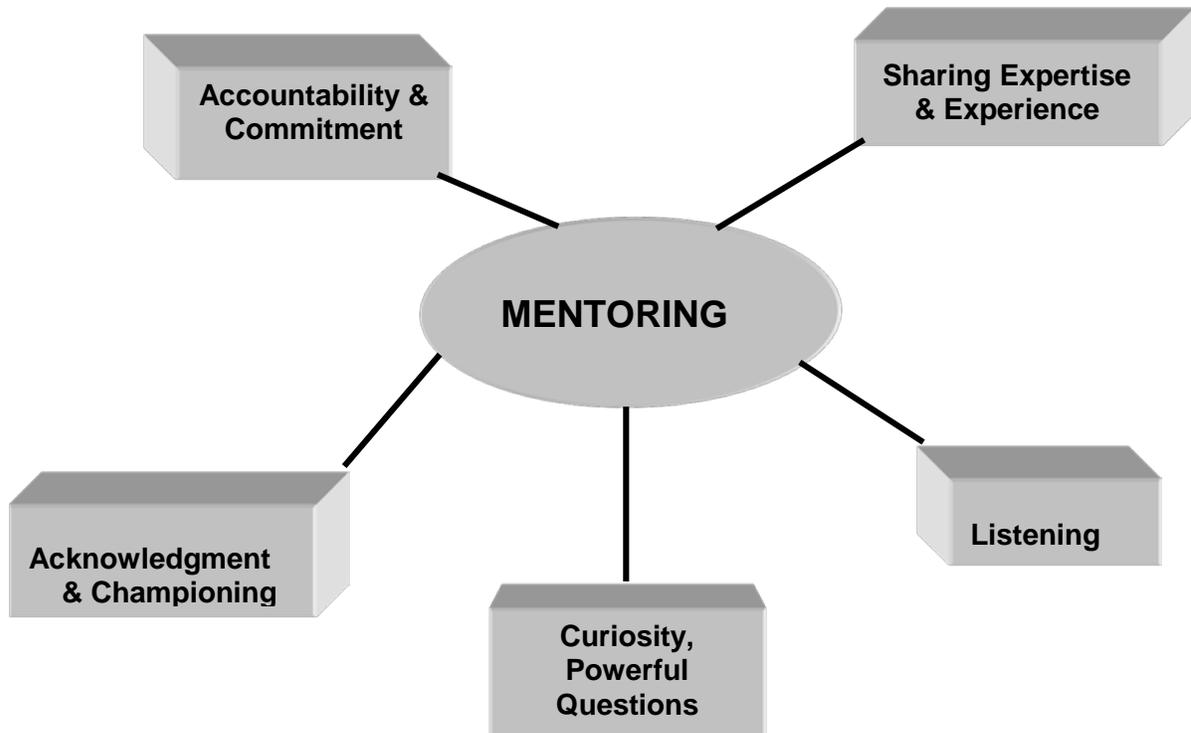
Clients call Carolyn a trusted coach/partner who helps them identify and leverage their strengths, illuminate and overcome their blind spots, build confidence, and raise the bar on performance. Here's what one client had to say, "*You kick butt as a coach, with your unique blend of warmth, compassion,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

Learning Outcomes

AS A LEARNER, YOU WILL:

- Learn to utilize the Mentoring Wheel and Thinking Tool in your work
- Have an opportunity to practice your skills and receive feedback on your strengths and insight into ways to further develop your skills
- Explore the skills of Acknowledgement and Championing to enhance your mentoring relationships
- Further develop your 'signature' mentoring style

Foundations of Mentoring Using a Coach-like Approach



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.

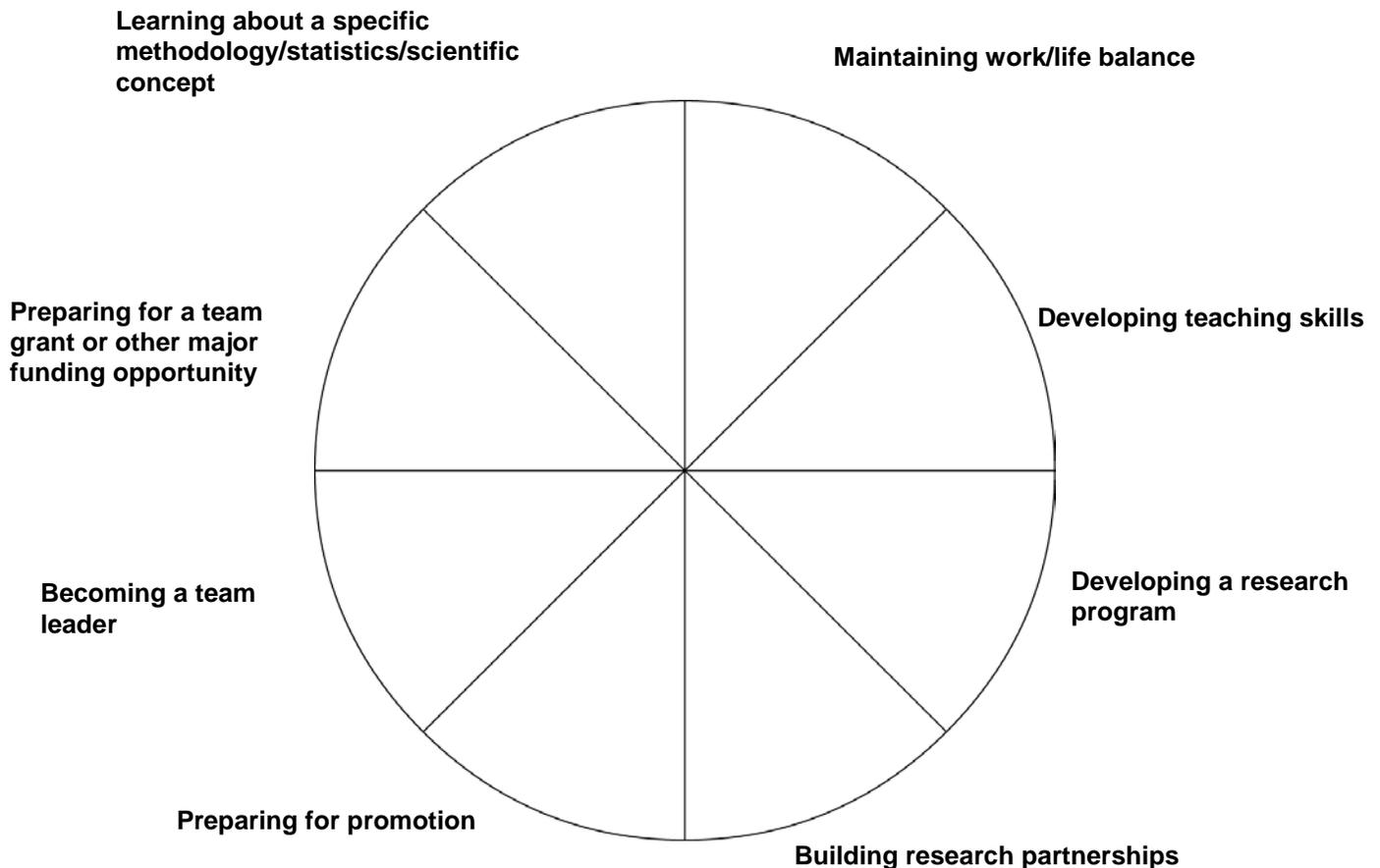
Mentoring entails informal communication, usually face-to-face and during a sustained period of time between two persons, one who is perceived to have greater relevant knowledge, wisdom or experience, and one who is perceived to have less.”

- 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

Mentoring Wheel

Directions:

Rank your sense of satisfaction in each of the areas on the Mentoring / Coaching Wheel. Using the scale of 0 to 10, (with 0 being the centre of the circle and 10 being the outside) assess your level of satisfaction with each of these spokes. Identify the areas in which you would like to alter your assessment. Determine what actions you will take to make these changes.



Adapted from the Blank Wheel, Coaching Tools Company, www.thecoachingtoolscompany.com

The STOP Tool



STOP AND:

- **Step back**
- **Think, take the time to reflect and observe your feelings**
- **Organize your thoughts, and**
- **Proceed**

Adapted from "*The Inner Game of Work*", W. Timothy Gallwey, 2000

When to Use the STOP Tool

- At the beginning and end of each day

- At the beginning and end of each work project

- To make a conscious change

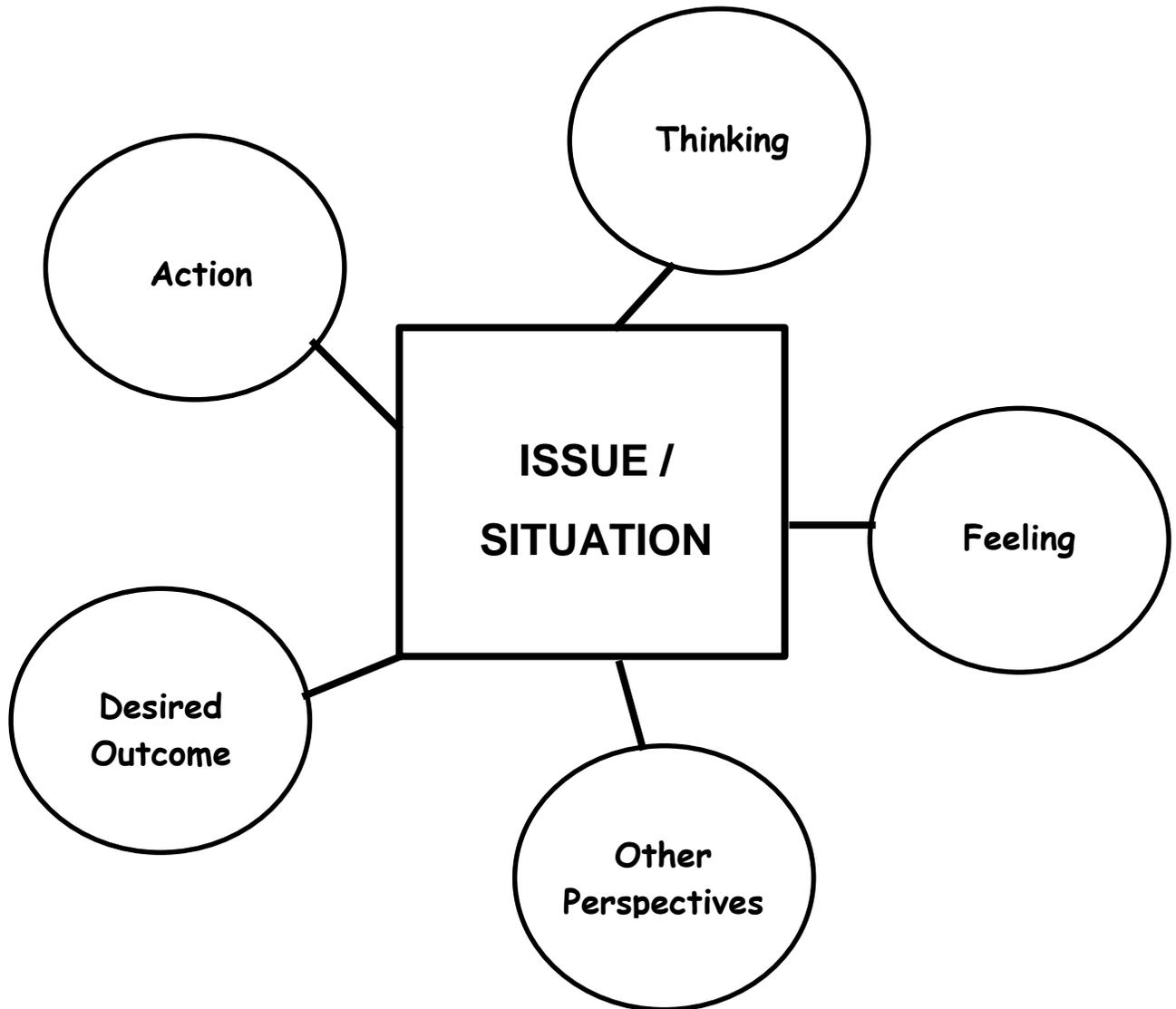
- To address mistakes

- To correct miscommunication

- To learn

- To rest

The Thinking Tool



Using the Thinking Tool for Mentoring

The Thinking Tool is a structure designed to help another person, a team or yourself think about an issue or a question or prepare for a meeting. The tool helps explore it the issue from different perspectives and determine a course of action. It is an excellent tool to use in mentoring and can also be used with a team, with yourself, to prepare for a meeting or lead a planning session.

Begin by clearly framing the issue or situation in the centre and ask the following:

- **Thinking:**
 - What are you thinking?
 - What judgments have you made about the situation?
 - What is standing in your way of taking action on this issue?

- **Feeling:**
 - How do you feel about this issue?

- **Other Perspectives:**
 - What do you sense others are thinking and feeling about this issue?
 - What judgments might they be making?
 - What is the underlying issue?

- **Desired Outcome:**
 - What is the ideal outcome you would like to achieve regarding this issue?
 - What do you think others' desired outcomes are?

- **Action (Accountability):**
 - What is the plan?
 - What will you do?
 - By when?
 - How will I know?

Mentoring Practice: The Thinking Tool

Roles: Speaker, Listener and Observer

Note: There will be three sets of skills practice. Each person will have the opportunity to take on each role.

Speaker's Role: "Think about a difficult decision or situation you are facing where others have differing opinions and thoughts. Explore it from the perspectives of the Thinking Tool.

Listener's Role: Focus on using the Thinking Tool and the other skills you have learned. Use curiosity, powerful questions and listening at levels 2 and 3. This is an excellent opportunity to state the level 3 you are picking up.

Observer's Role: Observe and listen to the conversation. How effectively did the Listener use the Thinking Tool, listen, ask powerful questions and use curiosity? What was the impact of their questions on the speaker?

Debrief: In larger group, be prepared to share some of your experience and insights with the larger group.

Skills of Championing and Acknowledgment

CHAMPIONING

Championing is different from acknowledgment. It is about believing the person can accomplish what they are not sure they can, or are afraid to. It involves standing up for someone and encouraging them.

You hold the vision that takes them beyond their self-doubt. You are able to see their full potential and articulate it in a powerful manner.

A good metaphor is you as the coach standing on a hill with the person at the bottom or in the valley. You are waving the white flag, knowing they will make it to the top of the hill, and encouraging them to do so.

Example: "I know you can do this!"

ACKNOWLEDGMENT

Acknowledging someone is a very powerful mentoring skill. It recognizes them for who they are or are becoming, not just for the actions they have taken. When you show sincere interest in, and respect for, who the other person is 'being', and for what they have done or said, you validate their experience, even though you may not fully agree with it. They are not only seen, they are heard.

You need to look beyond what they are actually doing or saying. Search for their core values. What value(s) are they honoring? You need to be able to see the self they had to be in order for them to have done or said what they did. It is about who they are 'being' connected with their inner essence.

For mentors, there are two very important aspects of acknowledgment:

- articulating or providing the acknowledgment
- noticing the impact of the acknowledgment

Acknowledging someone is very powerful, as people step out of their comfort zones and try on new behaviors. Recognizing the effort and courage this takes is key.

It is important to be aware of your own intentions in providing the acknowledgment. When the acknowledgment taps into the other person's values and experience accurately, the impact can be significant. The other person's response to the acknowledgment shows if you have touched the right chord.

Examples: "**Your commitment to excellence shows in this report**".

"**I want to acknowledge the courage it took to address this issue.**"