

Girls mentoring initiative



Purpose of the session

To provide practical support to you as mentors, particularly for that first meeting

Outcomes

- Build a shared understanding of what mentoring is and isn't
- Identify the key skills, behaviours and beliefs of a Mentor
- Provide a simple tool that can be put into practice with immediate effect

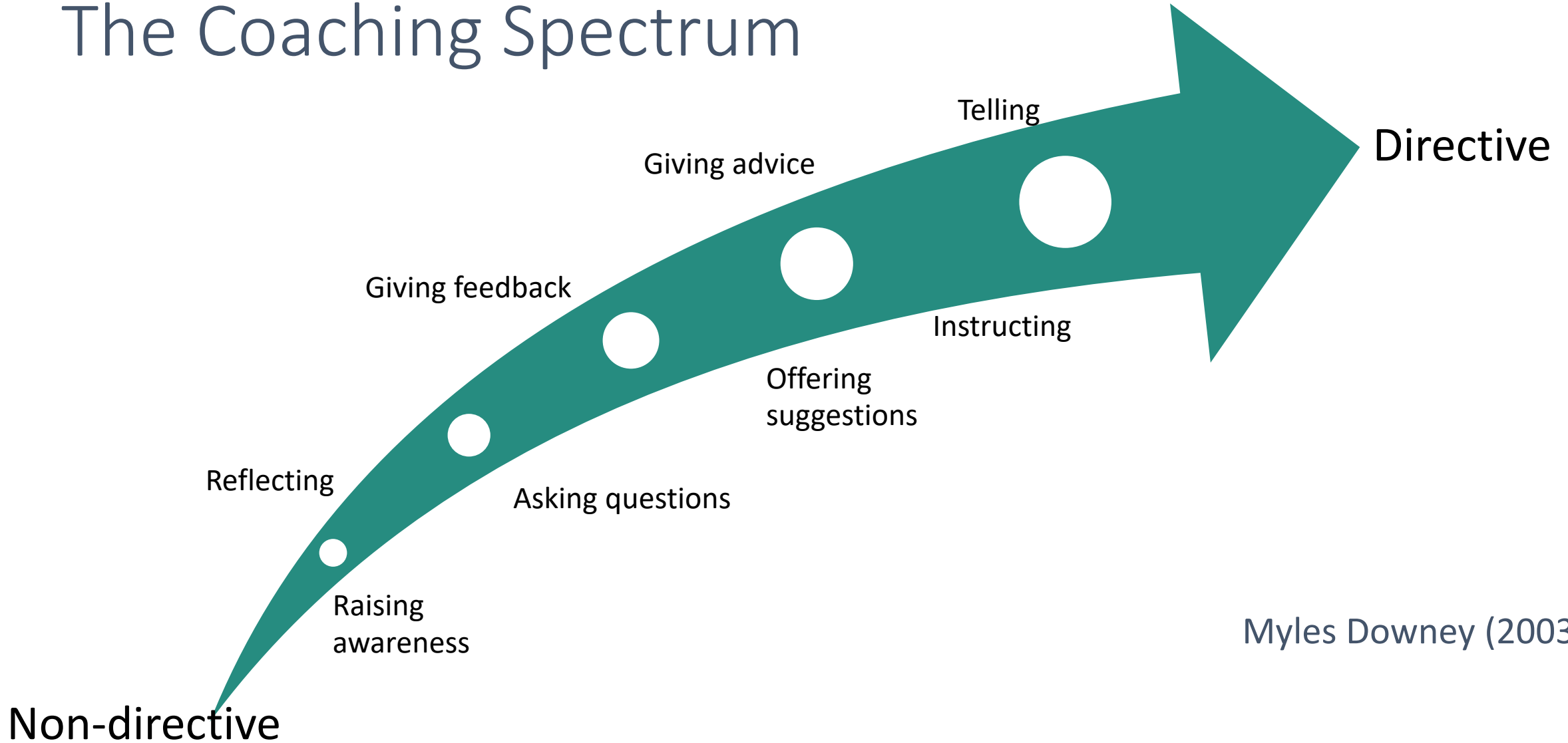
“Coaching is the art of facilitating the performance, learning and development of another.”

Myles Downey

“Mentoring is the long term passing on of support, guidance and advice”

Gilbert and Whittleworth 2009

The Coaching Spectrum



Myles Downey (2003)

Contracting - The mentor role

- Your mentor can help and support you by acting as a confidential sounding board, give you feedback, help you to set targets and assist your personal development. It is also possible that your mentor can introduce you to contacts or organisations that could help with work experience.
- Please bear in mind that an effective mentor does not normally provide you with answers; instead she tends to ask questions that guide you towards finding your own answers.

Vertical and Horizontal Questioning

Chunk Up

“So what’s the big picture here?”

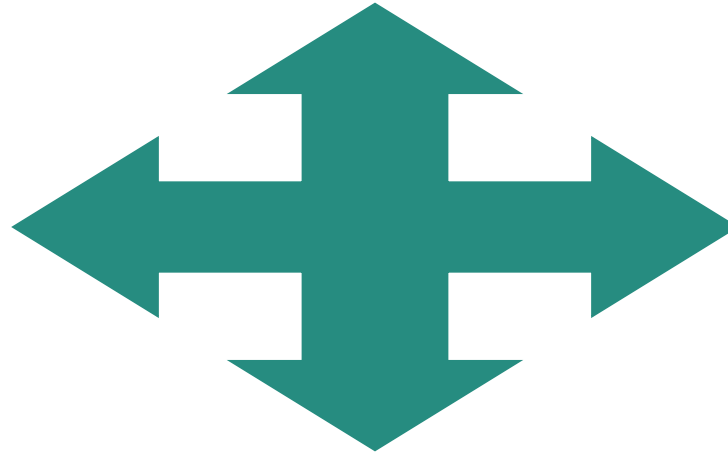
“How would you put that into the wider context?”

Expand thinking

“What else?”

“If you had more... then what?”

“Who else?”



Deepen Thinking

“What would be the impact?”

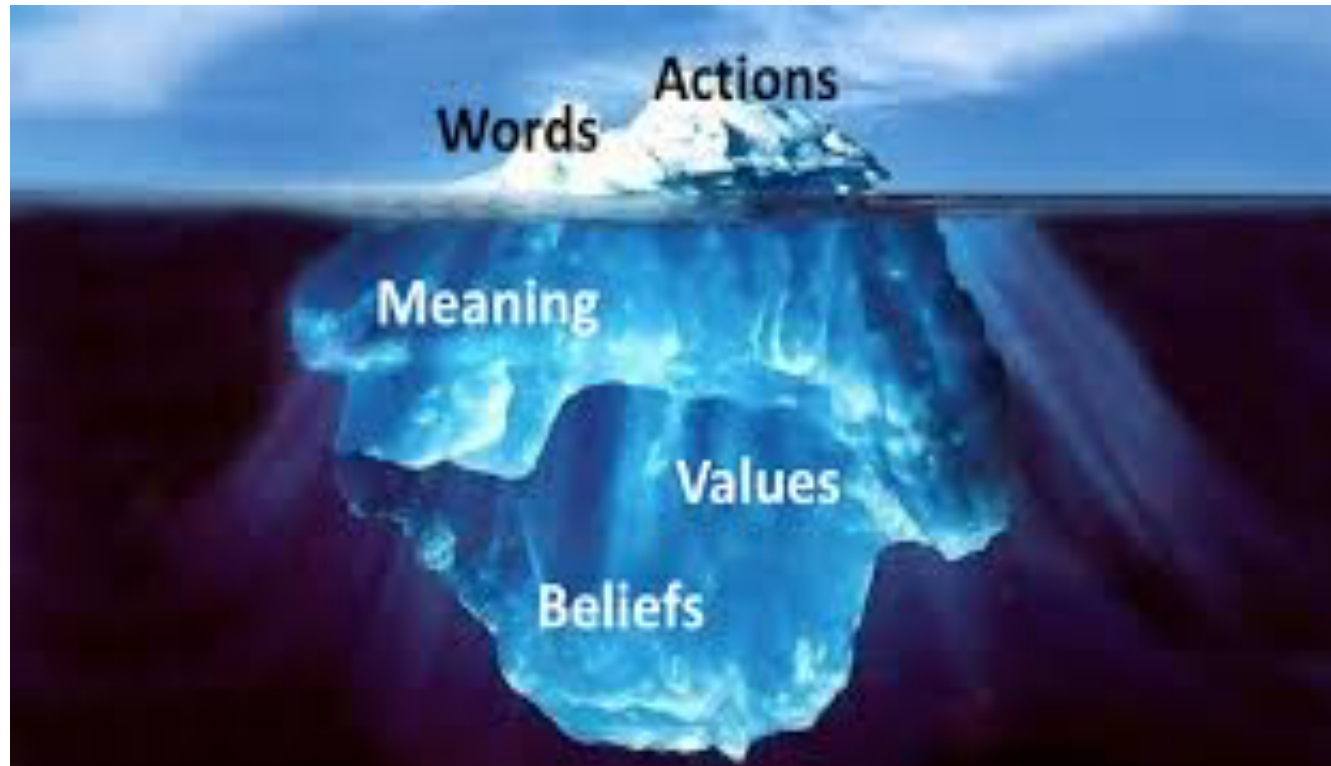
“What would happen if you did/didn’t?”

Chunk Down

“What specifically do you mean by that?”

“In what ways would that improve?”

Listening skills



A model for giving feedback: clean feedback

The framework for the model is shown below:

- Something that you said or did that worked well for me was...;
- I interpret this as meaning...;
- Something you said or did that didn't work well for me was...;
- I interpret this as meaning...;
- Something I would have preferred you to say or do was...;
- I would have interpreted this as meaning...

Clean feedback - example

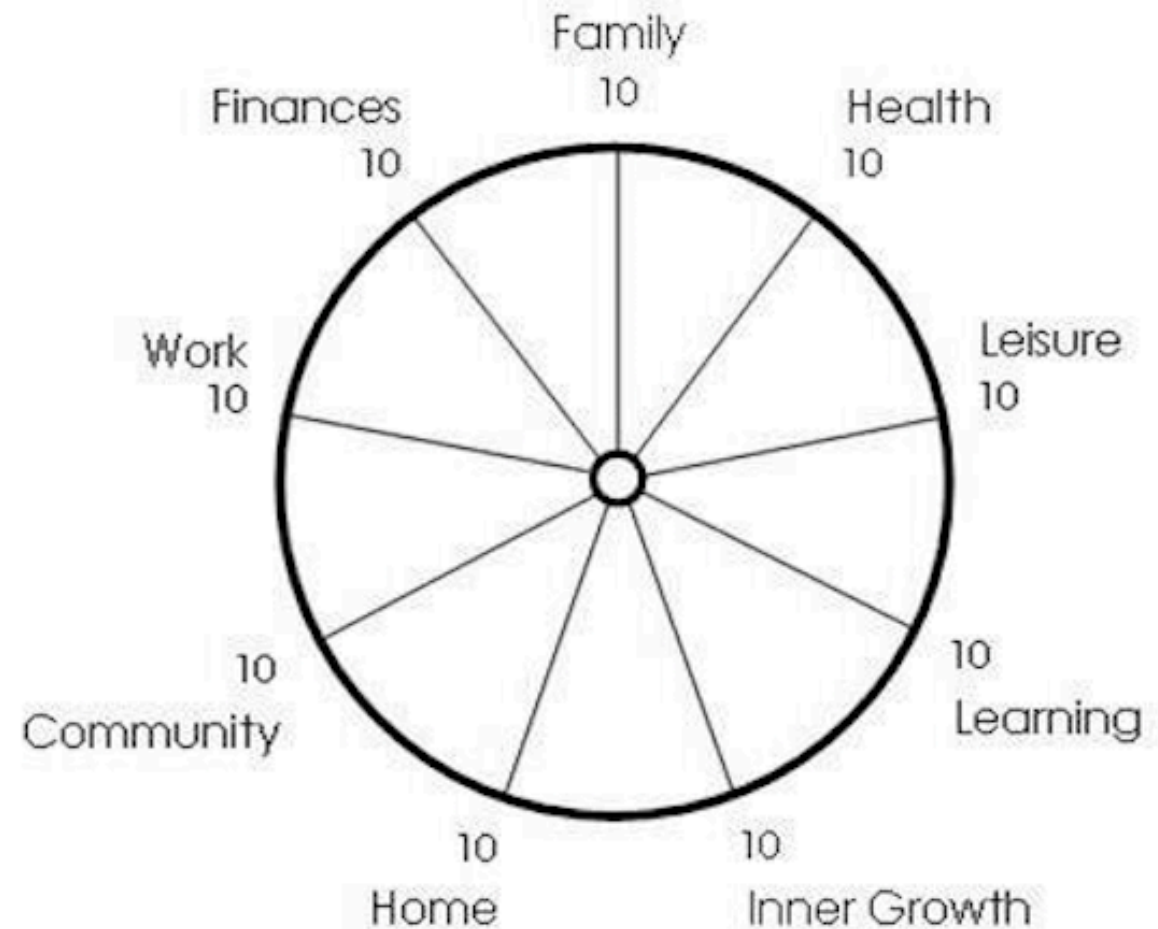
Feedback 1

- “You weren’t aware of the group's needs.”
- “You were friendly and welcoming.”
- “You were absent minded and distracted.”

Clean feedback

- “You talked with your back to the group while you wrote on the board which meant some people couldn’t hear you. My interpretation of that was that you were not aware of the group’s needs in being able to hear you from the back.”
- “You smiled and introduced yourself personally to each person as they came in the room. That felt warm and welcoming to me.”
- “When we’re in a meeting and you look on your mobile a lot and pick it up and use it, I assume that I’m not important enough to you.”

The Balance wheel



Balance wheel practical

- **Intro** – explain what the balance wheel is and how it will be used. E.g. “The purpose of the wheel is to help you identify the overall direction of your mentoring by considering where you are now, and where you want to be at the end”.
- **You in the future** – ask “When you think of yourself in the future (can put specific timeframe on this e.g. in 12 months/ at the end of this year/ mentoring) what matters to you or what’s important to you? Write down each of the mentees words around the wheel segments. What would 10/10 (for each segment) ‘look like’ for you?
- **Currently** – right now, how satisfied/ where are you with each of these areas on a scale of 0-10?
- **Focus** – Of these areas, what are the top 2 or 3 priorities for you? And where do you want to focus first?
- **Actions** – how might you move from a ‘x’ to a 10? Support them explore their situation from different perspectives, what’s getting in the way? what will help them move closer?