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Coaching and Mentoring as Learning Methodologies

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MHELM Regensburg Study Visit

**Coaching and Mentoring as Learning
Methodologies**



Agenda

Definitions of Coaching and Mentoring

Coaching and Mentoring models

Non directive questioning

Integrating mentoring into pedagogy



Part 1

Definitions of Coaching and Mentoring



Debate

We have to be careful of how people use terminology

- **Many definitions**
- **People can often use the terms interchangeably**

Mature mentors coaches will adapt and blend techniques so they work best for the client

Difference in US and European practice

Consensus in the use of terminology is emerging in Europe

What are they?

“an essential element of organisational learning and development strategy”
(Parsloe & Wray, 2017).

Coaching

“developing a person’s skills and knowledge so that their job performance improves, hopefully so that organisational objectives are achieved” (CIPD, 2008)

Mentoring

“the passing on of support, guidance and advice in which a more experienced individual uses their knowledge and experience to guide a more junior member of staff” (CIPD, 2008)

Differing foci

Coaching

- Performance improvement
- Short term
- Meeting identified skills need
- Overcoming problem
- Led by line manager / person in authority
- More directive

Mentoring

- Career development
- Long term focus
- Explore objectives
- Multiple issues as they arise
- Not line manager/ partnership of less and more experienced
- Advice and guidance

Driven by theories

Emotional Intelligence

- Recognising the emotional element of learning & need to develop self awareness
- Concentrates on need for honest but sensitive feedback in the development process

Experiential learning theory

- Engagement with different learning styles
- Importance of learning by doing – active learning

Change

- Need to support people through change (Kubler Ross)
- Shock / Denial / Frustration / Depression / Experimentation / Decisions / Integration



Part 2

Coaching and Mentoring Models



Models for coaching and mentoring

Models can provide us a structure of interactions between mentor and mentee

Provide a structure that less experienced mentors can use

Act as a practical guide to mentees

Important that mentors focus on building relationships around these structures

Mentors need to be sufficiently sensitive to mentee needs

Need to see them as part of an iterative process

GROW (Alexander and Whitmore 1992)

Goal

Reality

Options

Wrap-up

CLEAR (Hawkins)

Contract

Listen

Action

Review

FUEL (Zenger and Stinnett 2010)

Frame

Understand

Explore

Lay

TOPIC (James and Holton 2016)

Topic

Outcome

Present situation

Ideas

Conclusions

Hawkins and Smith (2006)		Alexander & Whitmore (1992)		Jones & Holton (2016)	
Contract	Agree ground rules	Goal	What do you want?	Topic	Clarify the topic
Listen	Active listening	Reality	Where are you now?	Outcome	Focus on outcomes
Explore	Work together to create options	Options	What could you do?	Present situation	Explore current state
Action	Choose first steps	Will	What will you do?	Ideas	Generate ideas
Review	Review actions			Conclusions	Agree next steps



Part 3

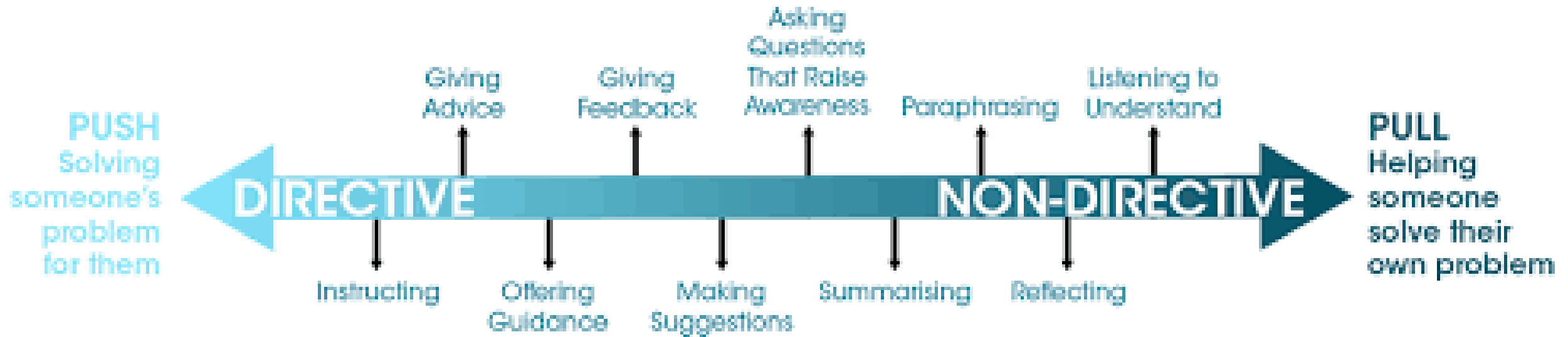
Non directive questioning



Non directive questioning

Mentoring depends on non directive questioning that

- Doesn't presume a right answer
- Lets the mentees response stand
- Gives the mentee space to air their thoughts
- To start structuring their thoughts for themselves
- Encourages the mentee to develop (and commit) to their own solutions



Examples

What are the main challenges you face in your role?

What is it that is challenging about them?

What do you think causes that?

What do you think leads people to act in that way?

What could be done to stop that?

How might you respond?

What do you think you should do?



Part 4

Integrating mentoring into pedagogy



Questions for pedagogy

What is the place of mentoring in learning?

What learning objectives are met by mentoring?

How should mentoring be scheduled?

How do we staff learning delivered with mentoring?

What is the place of mentoring in learning?

It provides high levels of learning as demonstrated through

- students obtaining a deep understanding of the topics
- practical skills development
- sustained impact on learner behaviours
- changes to routines within organisations

It provides immediate impact for the individual and organisations through

- through the action element of the learning
- through progress on problems and projects
- promoting a more proactive attitude in mentees

What learning objectives are met by mentoring?

Need to reorient learning objectives from those that focus on subject areas to those that focus on the individual's critical thinking, skills, and their capabilities

Examples might be able to

- Through critical reflection, audit personal and professional skills and capabilities
- Develop self-awareness and critical reflection of personal behaviours and their impact
- Enact changes in the workplace on the basis of critical reflection in mentoring sessions
- Critically evaluate the impact of their professional development of a personally selected skill set

How should mentoring be scheduled and staffed?

Scheduling

- Longer term focus – e.g. over the length of an entire programme
- Flexibly
- So that there is enough time for action in the workplace (trying things out) between
- But with a minimum frequency

Staffing

- Yes to experienced mentors
- But also need novices too
- Provide minimum training (morning or a day)