Coaching and Mentoring

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What we’ll cover today

• What is coaching and mentoring?
• When is the right time to find a coach or mentor?
• The life balance wheel
• Goals, goals, goals
• Some thoughts on change

Experience some tools to take away to start your thinking about using a coach or mentor

Mentoring

• A mentoring relationship is one where a wiser and more experienced person assists another person to grow and learn.

• Mentors listen, encourage, inspire, take an interest, and share time with their mentees.

• They give suggestions for action, ask effective questions, are trustworthy and provide constructive criticism.

• Mentors also guide and build self confidence in their mentees, helping them reach the goals they desire.

• Mentors broaden the mentee’s focus and ultimately provide for better performance on many aspects of that person’s life.
Coaching

- Coaching is a:
  - collaborative,
  - solution-focused,
  - results-oriented,
  - systematic process,
  in which the coach facilitates the enhancement of performance, self-directed learning and personal growth of other individuals.
- Coaching raises awareness and helps the client take responsibility for change and move into action.

What is coaching?

A coach is like a guide who guides the client through the woods to a place that the client has decided that they want to get to, a place that the client would find it more difficult to get to on their own. The guide has a responsibility to use their skills to get the client there quickly and safely. The coach has never been in exactly that part of the woods before, but they have spent a lot of time in the woods, so the guide is good at spotting the right paths. Sometimes the path is easy to see and to take; sometimes the guide has to use a lot of skill to spot the path and direct the client. Sometimes the guide walks beside them, sometimes in front, and sometimes behind ... and give the client a little prod ... but it's always the client who decides where they want to get to.

Comparing Coaching and Mentoring

- Mentoring is:
  - often a hierarchical relationship
  - passing on domain specific, personalised knowledge
  - often a telling relationship
- Coaching is:
  - about facilitating self-directed learning
  - about creating sustained shifts in behaviour, feelings and thinking
Coaching & Mentoring

What one client perceives as coaching, another perceives as mentoring.

What matters is the agreed expectations of the partnership.

When is the right time to find a coach or mentor

- When you’re in transition
  - From technical skills to management
  - New career or new role
  - On promotion to Senior management
  - Joining a board
- When you want help to overcome personal roadblocks and blindspots that may be hindering your progression
- When you think you need a change?

What areas does coaching or mentoring cover??
Life Balance Wheel

- With 10 being the outer ring and 1 being the inner ring, 1 being worst, and 10 being best, draw a line from one section to the next giving yourself a score indicating how close you are to your “ideal life.”
- How balanced is your life? ie: “How bumpy would the ride be if this were a real wheel”
- Are you wanting to make some changes??

Goals, Goals, Goals
About you...

- Think of a time when you achieved something you wanted and are proud of attaining...

  - Did you achieve it the first time?
  - Did you make a clear goal
  - How did you know you wanted it?

Goals

- How Goals Work
  - Goals serve a directive function
  - Goals have an energising function
  - Goals effect persistence (trade off between time and intensity of effort – tight deadlines lead to more rapid work pace)
  - Goals effect action indirectly by leading to the use of task-relevant information + strategies

- Three things that affect your commitment and outcome
  1. Goal commitment:
     1. Importance: public commitment; written action plans/goals; consistent action – small steps
     2. Self belief – self belief, domain specific
  2. Feedback – shows progress and gives info on the change in the gap between current and goal
  3. Task Complexity: more strategies required

Some Types of Goals

1. Approach Vs Avoidance
   - To be less stressed is an avoidance goal
   - ‘to balance work life demands’ is approach goal
   - Approach goals associated with greater psychological well being

2. Distal Vs Proximal
   - New and complex tasks require proximal goal
   - This dimension reflects time chunk across the life of the goal
Conflicting Goals

Conflicting goals
• Goals that compete with each other such that pursuit of one goal detracts from pursuit of the other
• Tend to be at the same level of abstraction
• Large number of conflicting goals associated with depression
  example: I need to coach my staff but I'm far too busy

Reframe
You want to "develop a strategy to spend time coaching staff in a way that reduces your personal workload"

Not always easy to recognise the conflict
A coach can help you

Broad fuzzy vision vs specific goal

Good fuzzy vision but poor specific goal
To be financially secure
I want to feel fit, enjoy an active lifestyle and feel good about my body

Good Specific goal
To have my own profitable business within the next two years
To exercise three times a week, eat a balanced diet and regularly take time to centre myself

SMART goals
S – specific
M – measurable
A – achievable/attractive
R – realistic
T – time bound

KEY:
When we really understand WHY the goal is being set and agree with the reason, then we have greater commitment

Goals research
• The more difficult the goal, the greater the achievement
• The more specific or explicit the goal, the more precisely the performance is regulated
• Goals that are both specific and difficult lead to the highest performance
• Commitment to goals is most critical when goals are specific and difficult
• High commitment is obtained when:
  – The individual is convinced the goal is important
  – The individual is convinced the goal is attainable – or at least that progress can be made towards it
• Goal setting is most effective when there is feedback showing progress in relation to the goal
• Goal setting mediates the effect of knowledge of past performance on subsequent performance
• Goals stimulate planning
Some questions to answer

Take a few minutes to answer these questions, then share with the person next to you:
1. What are my most important needs right now?
2. What are my most important goals – have I got quality goals?
3. What stops me from achieving my goals? What blocks, obstacles or challenges get in the way?

Change

House of Change

Goal

Environment

Behaviour

Situation

Thoughts

Emotions
**Bridges’ Transition Model of Change**

“Never lose sight of the fact that it is not so much that you’re starting something new, but it is that you are stopping something old”

- Endings
- New Beginnings
- Transition

- What was like
- Risk and uncertainty
- Confusing in-between state

**Prochaska & DiClemente’s stages of change**

- Pre-contemplation
- Contemplation
- Preparation
- Action
- Maintenance
- Relapse

- Stages of Change

**Stages of Change Responses**

**Topic: Managing meetings**

1. “I haven’t given it any thought, and at present I do not intend to deliberately try to improve the way that I go about managing my meetings” (precontemplation).

2. “I have thought about deliberately trying to improve the way that I go about managing my meetings, but I have not actually done anything about it yet” (contemplation).

3. “I intend (within the next week) to deliberately improve the way I go about managing my meetings, and have made some attempts already” (preparation).

4. “I have been actively and deliberately improving the way I go about managing my meetings for at least the past month” (action).

5. “I usually try to actively and deliberately improve the way I go about managing my meetings, and have done so at least since the beginning of the year” (maintenance).
Identifying the ambivalence

<table>
<thead>
<tr>
<th>No change</th>
<th>Purposeful change</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROS</td>
<td></td>
</tr>
<tr>
<td>CONS</td>
<td>Action</td>
</tr>
<tr>
<td>Contemplation</td>
<td>Action plan or Barriers</td>
</tr>
</tbody>
</table>

Task

- Identify something you’re thinking of changing
- Work with one other person and complete the ambivalence chart: the 4 x quadrants
- One acts as the coach and one the coachee
  - Take turns
  - 10 mins in total

Now how do I feel about coaching or mentoring

- Given you a tiny, tiny taste of the work you could do with a coach OR mentor
- Time spent thinking about and working on YOU
- Lots of models, ideas, frameworks to explore the wonderful picture that is YOU
Reflection Questions

• If you could achieve outrageous success, what would it look like?
• What are your passions? What makes life worthwhile for you?
• List three occasions when you felt really good and were in ‘flow’. What did they have in common?
• If you received enough money to pay off your debts, what would you do now?

Thank You

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