

AGENDA

- Course objective
- Definition and concept of mentoring and coaching
- SIPOC with 9-key-principles of effective practice
- Example frame work

COURSE OBJECTIVES

TO IMPROVE OVERALL EFFECTIVENESS OF MENTORING PROGRAM

Upon the completion of the course, the participants will be able to:

1. Understand benefit of mentoring and coaching
2. Have concept with nine principles for effective mentoring and coaching.
3. Develop knowledge and skills in conducting technical mentoring.
4. Identify and plan personal improvements in being a mentor and coach.
5. Get global code of ethics for coaches and mentors.

INTENDED READERS

WHO SHOULD READ THIS MATERIALS

It is for those who want to find out more about what is effective coaching and mentoring and who:

- are already coaching and mentoring;
- are seeking coaching or mentoring;
- Want to become a coach or mentor;
- Use coaching and mentoring skills or approaches at work;
- Are participants on coaching and mentoring programs or course;
- Are in coaching and mentoring networks;
- Train or supervise coaches and mentors;
- want to establish or review provision of coaching and mentoring in their organization or profession;
- Are engaged in leadership, management or professional development.

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BENEFITS OF MENTORING AND COACHING

WHAT CAN WE LEARN? WHAT CAN WE OFFER? WHAT CAN WE CELEBRATE?

For the Mentor	For the Mentee	For the Mentoring Program Manager	For the Organization
<ul style="list-style-type: none"> 1. Allows the mentor to "give back" -- to both the organization and the Mentee 2. Reminds the mentor how to listen actively rather than passively 3. Encourages the mentor to share knowledge, which helps increase the mentor's sense of self-worth 4. Strengthens the mentor's interpersonal relationship skills 5. Teaches the mentor about other areas/departments within the organization 6. Helps re-energize the mentor's career 7. Leads to more personal satisfaction on the mentor's behalf 	<ul style="list-style-type: none"> 8. Increases the Mentee's self confidence 9. Helps the Mentee learn to take better control of his or her career 10. Teaches the Mentee how to speak up and be heard 11. Educates the Mentee on how to accept feedback in important areas, such as communications, technical abilities, change management, and leadership skills 12. Improves the Mentee's interpersonal relationship skills 13. Provides an important networking contact for the Mentee 14. Helps the Mentee better understand the organization's culture and unspoken rules, both of which can be critical for success 	<ul style="list-style-type: none"> 15. Strengthens the program manager's management abilities 16. Provides the opportunity for the program manager to practice important skill sets, such as mediating conflicts 17. Helps develop the program manager's leadership abilities 18. Teaches the program manager how to work effectively with different personalities and with people who are at different places in their careers 	<ul style="list-style-type: none"> 19. Conveys to people within the organization that management is willing to invest in its members/employees 20. Shows the outside world that the organization values its members/employees 21. Fosters more loyal employees/members -- this can lead to reduction in turnover rates (which saves money on recruitment and training costs) 22. Creates a more positive work environment 23. Fosters leadership skills in mentors 24. Encourages the Mentee's growth from junior-level members/employee to future leader 25. Promotes a sense of cooperation and harmony within the organization

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PSYCHOLOGY BARRIER BREAKDOWN

DEFINITION AND CONCEPT OF MENTORING AND COACHING

WHAT IS IT? AND WHAT KIND OF MENTORING AND COACHING WE CONSIDER IN THIS MATERIAL

Definition:

- Coaching and mentoring are **learning relationships** which help people to take charge of their **own development**, to **release their potential** and to **achieve results** which they value.

In this material, we introduce three kind of type of mentoring and coaching:

- Mentoring: is a structured, sustained process for supporting mentee through significant career transitions. It is useful to a mentee, **at the beginning of her/his career**, at times of significant career chance or response to specific, significant challenges (job rotation, promotion).
 - Specialist coaching: is structured, sustained process or enabling the **development of a specific aspect of a professional practice**. It is useful to mentee, **at any stage in her/his career**, in development a deeper and more sophisticated understanding of existing and new approaches.
 - **Collaborative** (Co-) coaching is a structured, sustained process between two or more **seniors/experts** to enable them to embed new knowledge and skill from specialist source in day-to-day practice.
- Mainly, we will focus on mentoring relationships but also brief introduction of others.

COMPARISON AMONG 3 TYPES

5W

	Mentoring: is a structured, sustained process for supporting mentee through significant career transitions	Specialist coaching: is structured, subtained process or enabling the development of a specific aspect of a professional practice.	Collaborative (Co-) coaching is a structured, subtained process between two or more seniors/experts to enable them to embed new knowledge and skill from specialist source in day-to-day practice.
WHY?	Mentoring for progression is used to support mentees to respond to the demands of new role, to understand the responsibilities it brings and the values it implies. Mentoring for challenge is used to enable mentee to address significant issues that may inhibit progress.	Specialist coaching is used to: <ul style="list-style-type: none">• Review and refine established work flow/procedures.• Develop and extend design methodologies, technical approaches, tools.• Support the development, across a department as a culture of openness. E.g. mutual support for and critique of professional practice.	Co-coaching is used seniors/experts to support and sustain voluntary, structured partnerships in which each participant relates specialist inputs to day-to-day practice. It supports the development across a department of a culture of openness. e.g. mutual support and critique of professional practice. It also provides a good preparation for more specialist coaching skills and roles.
WHO?	Mentors are experienced colleagues with knowledge of requirements of the role. They broker access to a range of increasingly self-directed learning opportunities to support the development of the whole person. Mentors are selected on basis of appropriate knowledge of needs and working context of the mentee. Mentee is someone tackling a new or particularly challenging stage in her/his professional development who seeks out or is directed towards mentoring.	Specialist coaches are fellow professionals with knowledge and expertise relevant to the goals of the mentee. They enable mentee to take control of their own learning through non-judgmental questioning and support. The coach might be from the same institution or from elsewhere (e.g. a university). Coaches are usually chosen by mentee themselves. Mentee is someone tackling a specific teaching and learning or leadership challenge who seeks out or is offered coaching.	Co-coaches are seniors/experts committed to reciprocal learning and to providing non-judgmental support to each other based on evidence from their own practice. Co-coaches seek out specialist input to inform their coaching. This may be provided by a third party e.g. via a course, consultant, demonstration session or text based resources. Co-coaches each take the role of coach and mentee, usually alternately. Co-coaching partners are mostly self selecting

COMPARISON AMONG 3 TYPES

5W

	Mentoring	Specialist coaching.	Collaborative (Co-) coaching
WHAT?	<p>Mentoring involves activities which promote and enhance effective transitions between professional roles, including:</p> <ol style="list-style-type: none"> 1. identifying learning goals and supporting progression 2. developing increasing learners' control over their learning 3. active listening 4. modelling, observing, articulating and discussing practice to raise awareness 5. shared learning experiences e.g. via observation or video 6. providing guidance, feedback and, when necessary, direction 7. review and action planning 8. assessing, appraising and accrediting practice 9. brokering a range of support 	<p>Specialist coaching involves activities which promote and enhance the development of a specific aspect of teaching and learning or leadership practice, including:</p> <ol style="list-style-type: none"> 1. support to clarify learning goals 2. reinforcing learners' control over their learning 3. active listening 4. modelling, observing, articulating and discussing practice to raise awareness 5. shared learning experiences e.g. via observation or video 6. shared planning of learning and teaching or leadership, supported by questioning 7. supported review and action planning 8. reflection on and debriefing of shared experiences 	<p>Co-coaching involves activities which promote and enhance reflective practice including:</p> <ol style="list-style-type: none"> 1. developing mutual understanding of specific goals 2. sustaining learners' control over their learning 3. active listening 4. observing, articulating and discussing practice to raise awareness 5. shared learning experiences e.g. via observation or video 6. shared planning of learning and teaching or leadership, supported by reciprocal questioning 7. reciprocal action planning 8. shared analysis of learning experiences, evidence, research or alternative examples of practice

COMPARISON AMONG 3 TYPES

5W

	Mentoring	Specialist coaching.	Collaborative (Co-) coaching
WHERE?	Mentoring usually takes place in the work place and in quiet spaces that allow confidential reflection.	Specialist coaching usually takes place in the mentee's own work place - and in quiet spaces that allow confidential reflection - in order to facilitate observation of and reflection about her/his own practice and experiments with new approaches	Co-coaching takes place in the co-coaches' work place and in quiet spaces that allow confidential reflection. This will usually involve co-coaches observing each other's work and reflecting upon their own and their co-coach's activities
WHEN?	Mentoring is useful to a practitioner, at the beginning of her/his career, at times of significant career change or in response to specific, significant challenges.	Specialist coaching is useful to a mentees, at any stage in her/his career, in developing a deeper and more sophisticated understanding of existing and new approaches	Co-coaching is useful to a senior/experts, at any stage in her/his career, following specialist inputs and whenever professional learners are seeking to review and enhance practice.

3 TYPES OF IN LEARNING CULTURE IN RVC



More directive

Less directive

Collaborative

	Mentoring	Specialist coaching.	Collaborative (Co-) coaching
Ex	We need to go to Ho Chi Minh city. Ok, let me guide you how to come there.	You want to go to Hue. Now, we are in Ho Chi Minh city. We have some options to go there: train, airplane, ship Which one do you refer? And how do proceed it?	Oh, let's make a trip to Ha Noi and Halong bay. Since I know Ha Noi very well, let me guide you in there. And you know Halong bay so well, be my tour guide there.
	Mentoring is useful to a practitioner, at the beginning of her/his career, at times of significant career change or in response to specific, significant challenges.	Specialist coaching is useful to a mentees, at any stage in her/his career, in developing a deeper and more sophisticated understanding of existing and new approaches	Co-coaching is useful to a senior/experts, at any stage in her/his career, following specialist inputs and whenever professional learners are seeking to review and enhance practice.

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BEFORE WE START

A SMALL SURVEY TO REVIEW MENTORSHIP STATUS

Activity 1 - Duration: 15 minutes.

Please take a small survey to review status of mentorship in your organization.

This survey collect level of aspects that sharing in this material, they are not representatives for all mentorship 's aspect.

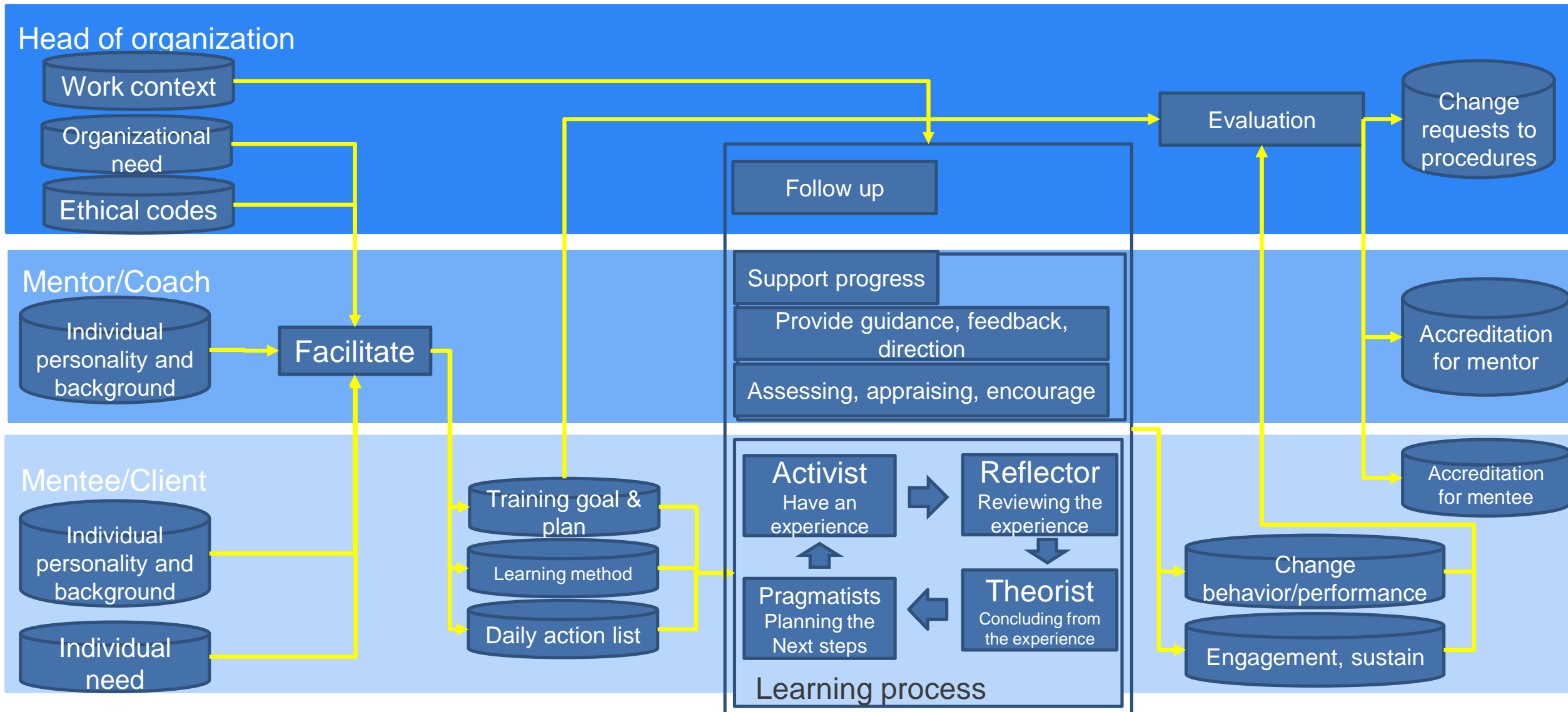
SIPOC

NINE PRINCIPLES OF EFFECTIVE MENTORING AND COACHING

Suppliers	Inputs	Process	Output	Customers
Head of organization	Training/learning need analysis Task assignment Procedures Ethical codes	Head of organization and staff analyze need of training (TNA). Assign tasks as context of training with procedures Ethical codes	Accreditation for mentor and mentee. Updated training/learning need. Updated procedures if necessary	Mentor Mentee
Mentee	Set agenda and schedule	Forming a learning relationship with central stage is the mentee and her/his agenda.	Changes to respond to demand of work. Accreditation for mentor.	Head of organization Mentor.
Mentor	Learning and development Skills	Facilitate learning and development. Use skill to bring life the coaching framework and enable the mentee to develop insight and release their potential.	Quality of the mentoring and coaching affirm, enable and sustain the mentee. Technical skill and knowledge growth.	Head of organization

SIPOC

MENTORING AND COACHING AS FLOW CHART



[0] TRAINING NEED ANALYSIS (TNA)

MOST IMPORTANT PART OF TRAINING LIFECYCLE

This is where the gaps between current and desired capabilities are assessed – that is, where the scale as well as the nature of the training requirement begins to become clear. A classic TNA will usually examine these needs at three levels – organisation, job-task and individual.

Organisational analysis	Job-task analysis	Individual analysis
<p>Here you will consider how well the organisation as a whole is equipped to deal not only with current challenges, but also with future skills needs, to the extent that these can be predicted based on developments in strategy, or, for example, the introduction of new technologies.</p> <p>A key consideration at this level is to get input from leaders and other key stakeholders on the assumptions you are making about the future direction of the organisation, and the skills the organisation will therefore need to build, recruit, retain and potentially phase out.</p>	<p>This is where the analysis moves to individual jobs and roles to assess the gap between current and desired skills and capabilities. Examining job descriptions and specifications provides the basis of decisions about any gaps in capability levels.</p> <p>There is an important link between this analysis and any business process reengineering (BPR) work that the organisation is undertaking. BPR often results in a significant demand for the development of new skills and/or the refinement of existing skills to adapt to new technologies and/or processes.</p>	<p>This is where the link is made between each individual's training needs and their overall performance management and appraisal. If an employee's appraisal reveals problems with performance, then often the most obvious step is to recommend training to fill the gap and help the employee to meet the desired performance standard.</p>

Lack of consideration one of above need may limit success limit of training.

[0] TRAINING NEED ANALYSIS (TNA)

TOOLS FOR TNA

The main tools you can use to gather data for TNA work include the following

Surveys/questionnaires:	Interviews:	Assessment centres:	Observations:	Document reviews:
These may be specifically designed for TNA work, or they may be surveys that are being administered for other purposes (e.g. to gauge employee engagement or staff satisfaction) where the data can also be used to identify training needs.	Instructional designers often decide to interview job-holders in order to build a richer picture of what a job entails than the one available in formal job descriptions. Interviewing job-holders, and potentially other relevant stakeholders, can help to elicit the hidden and implicit aspects of the job, as well as the more obvious ones.	These are often a good way of building a picture of employees' development needs across a range of functions and activities. If used for TNA purposes, they need to be aligned with the overall performance management strategy .	You might decide to collect data on what skills are deployed in a more naturalistic setting than that offered by interviews and assessment centres – that is, when people are engaged in their normal day-to-day activities.	TNA work frequently involves examining key documents, such as job descriptions, person specifications, business plans and articulations of corporate strategy and values. This is especially useful for the organisational analysis, and for predicting future needs , rather than just documenting current ones.

In RVC: we usually combine these tools together.

[0] TRAINING NEED ANALYSIS (TNA)

DOING A TNA

Activity 2 - Duration: 15 minutes.

**Do training need analysis for:
Which level already considered? Which tools are used to analyze?**

Case study 1: You are sent to Mentoring-coaching class

Case study 2: As you start a mentoring session with new mentee

This is just an example. In actual situation, critical thinking about TNAs is very important and it has own procedures.

[1] FORMING A LEARNING RELATIONSHIP

IT IS HEART OF CHANGE

<p>The central principle is that learning and change occur through the relationship with a coach or mentor. Dialogue is important in establishing and maintaining the connection and leads to learning and change.</p> <p>This principle is carried out via remain</p>			
	Establish the connection	Maintain the connection	Leads to learning and change
What to do	Review mentorship situation Understand mentor and mentee. Understand and work with resistance of mentee.	Facilitate learning and development. Actively listening Ask good questions Establish confidence in relationship. Support progression Encourage experimentation.	Feedback and direction Reviewing and action planning
Tools	Survey DISC, learner modeling Ad hoc modeling	Actively listening (LACE). Probe question techniques How to use your voice and body language. Motivate staff Conduct mentoring session	Feedback model (SBI).
<p>Dialogue sustains the connection and the relationship, and leads to learning and change. It follows, therefore, that the learning relationship is a partnership, and not an activity imposed by one person on another (discuss more in ethic code).</p>			

[1] FORMING A LEARNING RELATIONSHIP

HOW TO MAINTENANCE A HEALTHY DIALOGUE

The top rule for talking as leader

- 1. The only reason to open your mouth is to make something better. (If you only remember one rule, make it this one.)**
2. Be brief. *The longer you talk, the less effective you become.*
3. Be brief and ask, “What else would you like to know?”
4. Stay present with others. Presence is “going with” even when challenging ideas. *You aren’t present when pushing your own agenda at the expense of others.*
5. Ask people what they need to know, before telling them what they need to know.
6. Stay on topic. Chasing rabbits is for dogs.
7. Explain yourself. Don’t give people the benefit of your conclusions without explaining how you found them.
8. Include purpose when giving direction. Busyness is a fog that obscures the big picture.
9. Tell stories. (Remember rule #2.)
10. Stay calm if you expect to connect. Strong emotion intimidates.

[1] FORMING A LEARNING RELATIONSHIP

HOW TO MAINTENANCE A HEALTHY DIALOGUE - THE POWER OF BREVITY

7 short questions to help others reflect:	4 short sentences to help others find solutions:	5 short sentences that ignite forward movement:
<ol style="list-style-type: none">1. If you could?2. What isn't working?3. What worked best?4. What's the purpose?5. What energizes you?6. What drains you?7. What matters now?	<ol style="list-style-type: none">1. What might work?2. Who might know?3. Tell me more.4. And what else?	<ol style="list-style-type: none">1. What's next?2. Why wait?3. Do it now.4. Go for it.5. What's stopping you?
3 short – life changing – sentences mentors avoid as much as possible.		
<ol style="list-style-type: none">1. I don't know. → You can say I don't know as you really know but let mentee keep explore to enjoy "Aha/Eureka moment".2. I was wrong.3. Please forgive me.		

[2] THE CONTEXT IS WORK

MENTEE MAY NEED TO IMPROVE THEIR PERFORMANCE IN BUSINESS

The mentee may want or need to improve their work performance in the short term, or they may be concerned with broader issues of personal, professional and career development. Short- and long-term issues are often interrelated.

- Values the trainee as a whole person within their work context. It is different from person to person. Therefore, we need to adjust plan to be suitable for each person.
- The focus of coaching and mentoring is the mentee's present and future experiences, problems, opportunities and development.
- Mentoring and coaching plan and outcome should respond to organizational, job-task and individual targets.
For young engineer, they easily accept arrangement to respond for organizational need and job-task's need. Therefore, mentor usually ignore their own target. It let a high risk of leaving or unclear target of career path. So, orient individual targets at the beginning is very important to keep engagement and sustain mentee for years later.

[2] THE CONTEXT IS WORK

DOING A TNA

Activity 3 - Duration: 15 minutes.

Think about your current role, or one you may have in the future, or one with which you are familiar from your previous experience. Using the content of this course so far, note down in the text box below your answers to the following questions from [4 ~ 5]:

1. How would you go about gathering information to guide a TNA for this role?
2. What training methods would you consider if you were designing a programme to address these needs, and why?
3. How would you evaluate the effectiveness of the training you design? Would you use the Kirkpatrick criteria, or are there other important considerations when considering the value of training? Would an informal approach work better? If so, why?
4. How would you take into account the political context of your TNA? Are there any ways in which self-interest or organisational conflict might influence your conclusions?
5. What are the strengths and limitations of this formal training-based approach to understanding learning and talent development requirements?

Keep hold of your notes, because you will need to refer to them in the next activity.

This is just an example. In actual situation, critical thinking about TNAs is very important and it has own procedures.

[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

CENTRAL STAGE IN LEARNING RELATIONSHIP IS THE MENTEE AND THEIR AGENDA

Centre stage in the learning relationship is the mentee and their agenda.

- Aware status of mentorship (Ex: via survey):
We should realize where we are before we start mentoring journey.
- Understand mentor and mentee:
Recently, many coach have been asking themselves “why did the coaching session to my employee not go smoothly?”. Many realize how essential understanding of psychology is:
 1. What are learning styles of mentor and mentee?
 2. What is personality trait of mentor and mentee?
 3. 4 level of human awareness.
- Help mentee figure out what they want:
Some mentees have clear goals, some only vague ideas. In all cases, the start point of the effective coach or mentor
is to work with the mentee to help them figure out what they want.
Help mentee to convert their agenda into target with criteria (Ex: SMART).
- Help mentee identify and use the resources (both internal and external) that will enable them to change and develop.
Affirming the mentee’s resourcefulness, and communicating this affirmation to the mentee, is an important role.
- During coaching progress, encourage as mentee ‘s self-belief falters.
When the mentee seems to lack energy or focus, or bright ideas or direction, or creative alternatives, the coach or mentor can communicate hope and possibility, and work with the mentee to make these real. A coach or mentor can enable a mentee by believing in them at times when the mentee’s self-belief falters.

[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

4 LEVEL OF HUMAN AWARENESS

Level 4

I know what I know

Level 3

I know what I don't know

Level 2

I don't know what I know

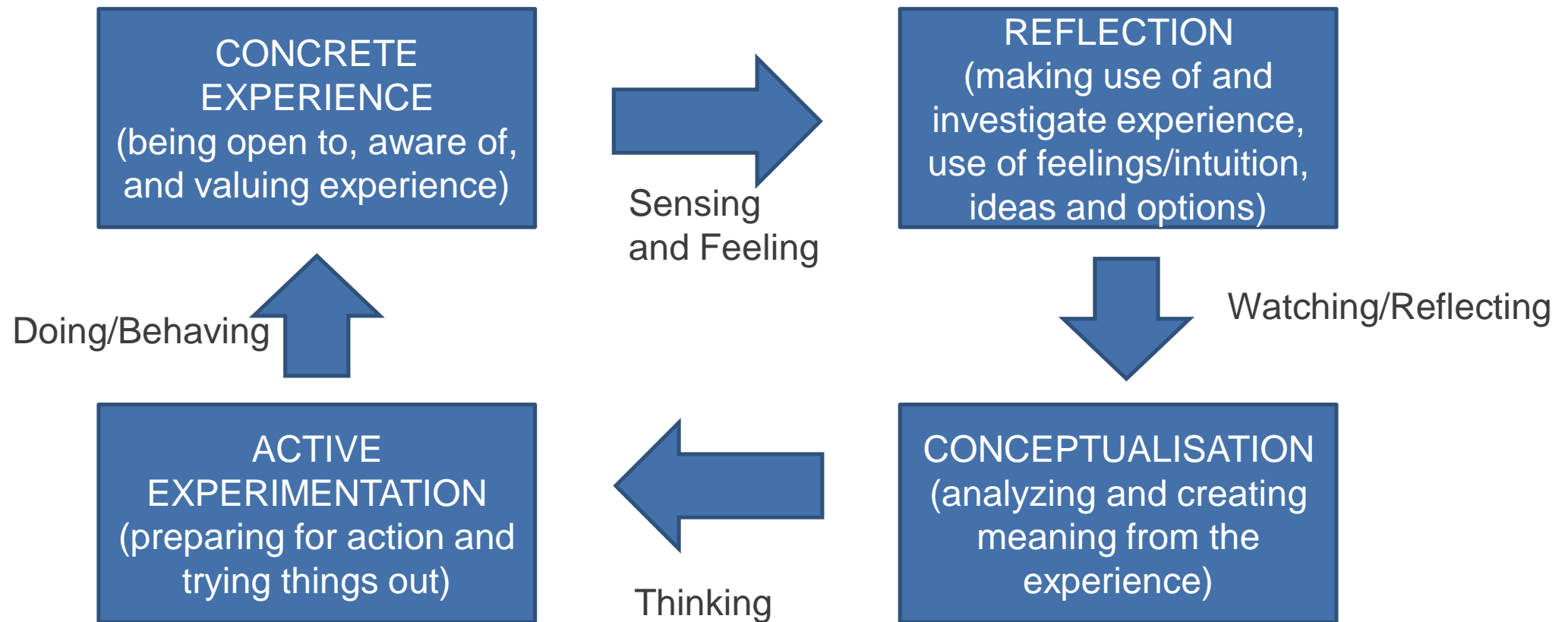
Level 1

I don't know what I don't know

[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

THE CYCLE OF LEARNING: KOLB (1984)

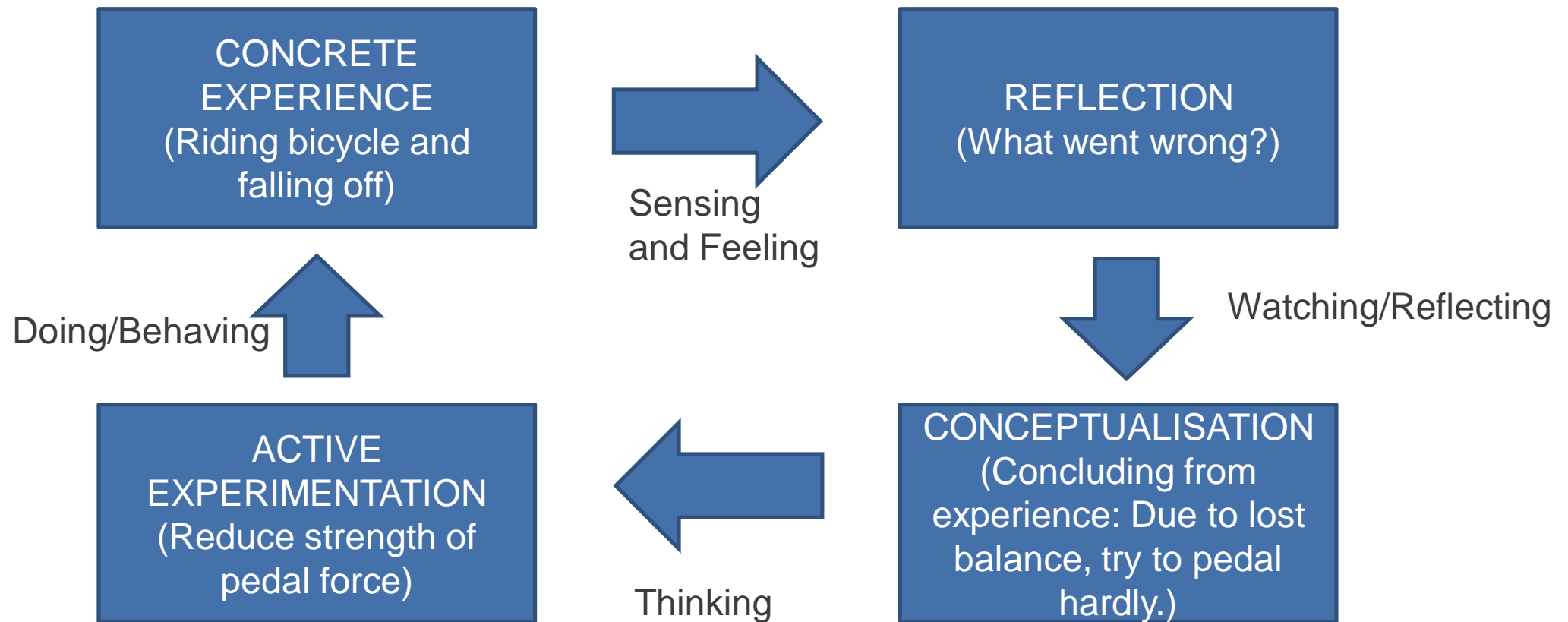
- ❑ To help mentee learning, firstly, we must understand the cycle of learning (Kolb (1984))



[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

THE CYCLE OF LEARNING: EXAMPLE LEARNING BICYCLE RIDING

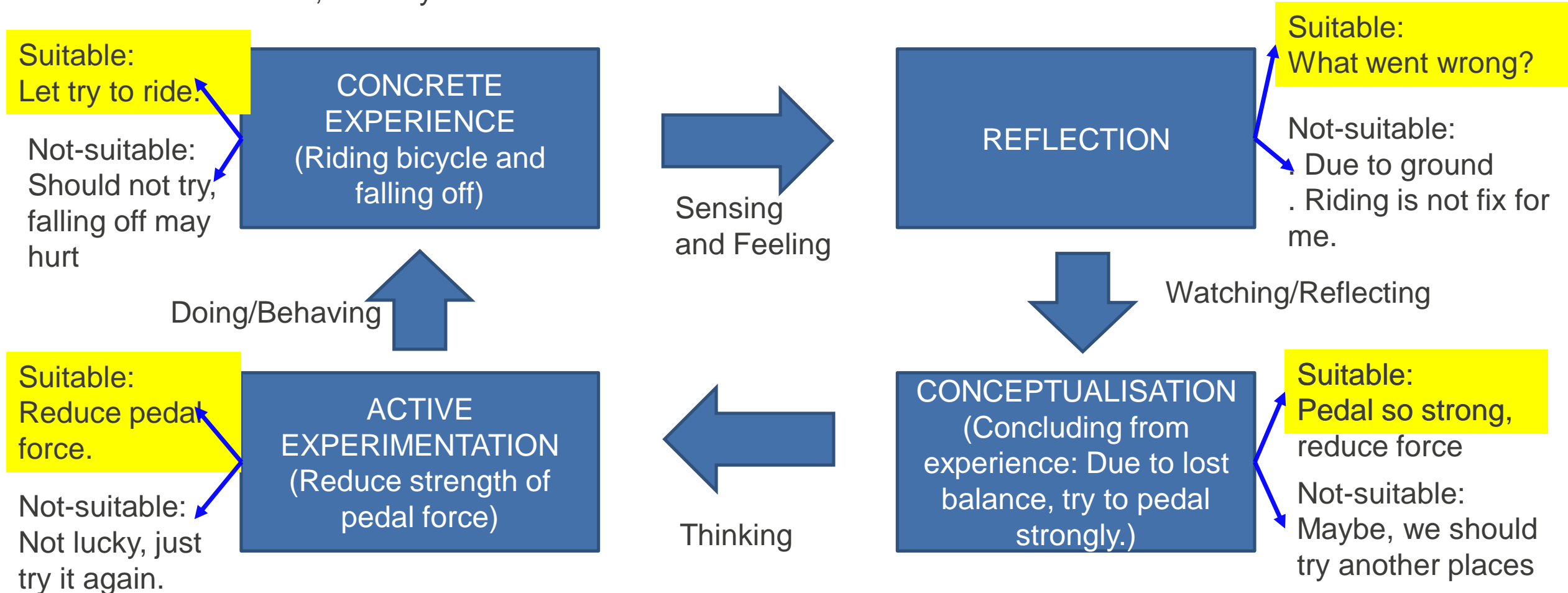
- Here is the one of many learning cycle for bicycle riding



[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

THE CYCLE OF LEARNING: EXAMPLE LEARNING BICYCLE RIDING – WHAT STOP US LEARNING

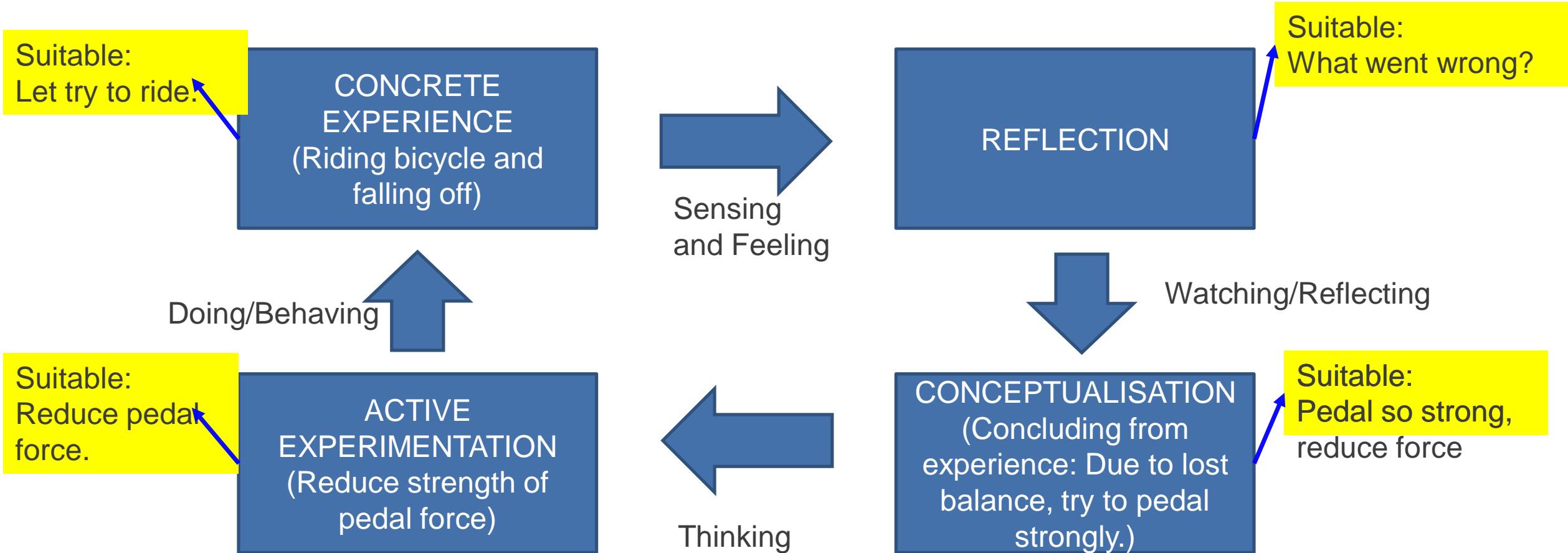
❑ At each state, we may have several cases.



[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

THE CYCLE OF LEARNING: EXAMPLE LEARNING BICYCLE RIDING – WHAT STOP US LEARNING

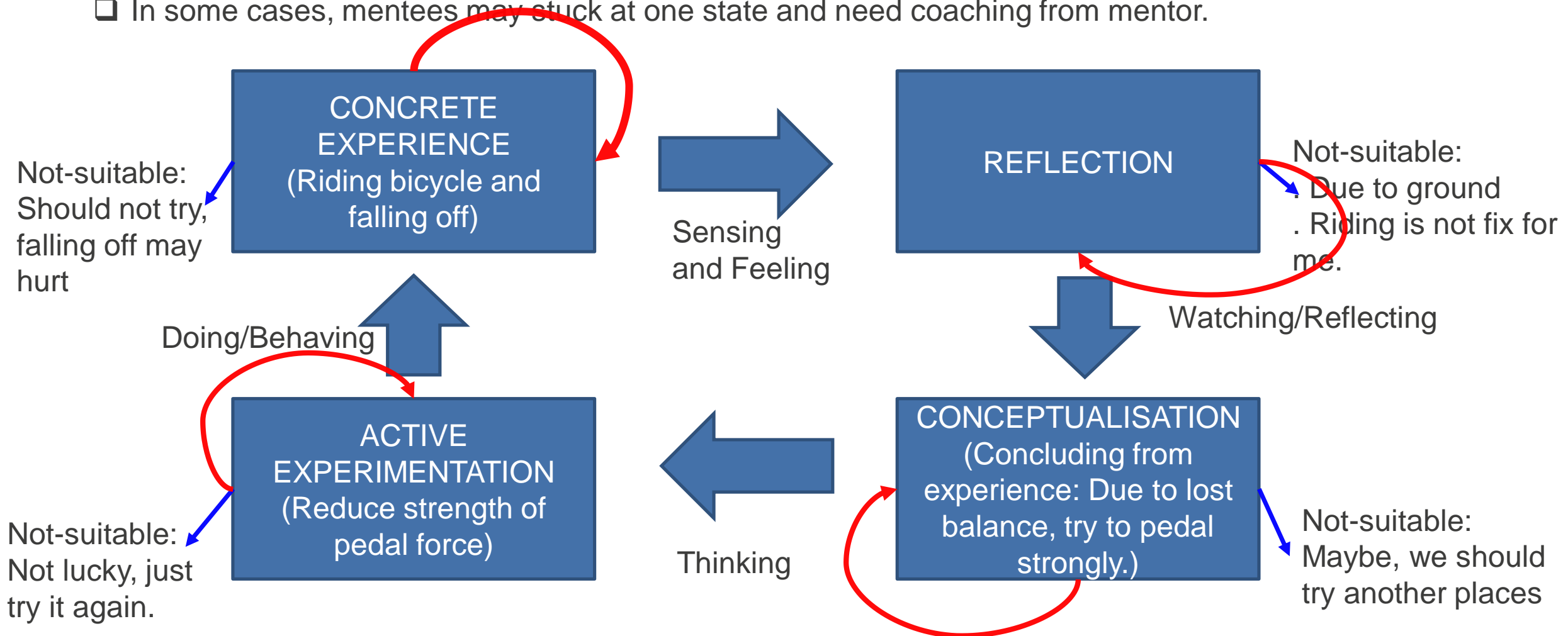
❑ In ideal cases:



[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

THE CYCLE OF LEARNING: EXAMPLE LEARNING BICYCLE RIDING – WHAT STOP US LEARNING

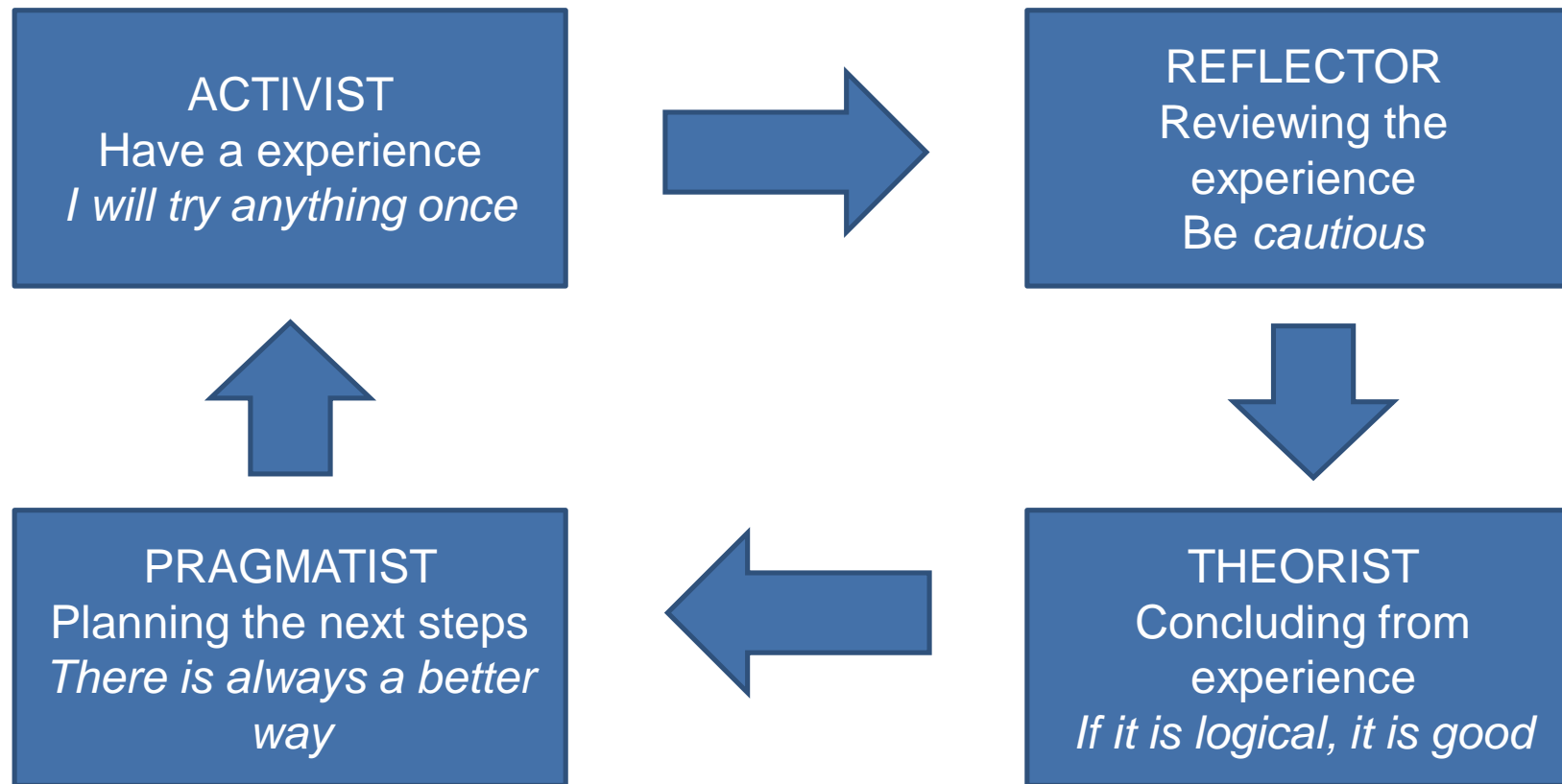
- ❑ In some cases, mentees may stuck at one state and need coaching from mentor.



[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

4 LEARNING STYLE MODEL: HONEY AND MUMFORD MODEL (1992) BASE ON KOLB MODEL

- ❑ Related to different stages in learning cycle, we have different learning styles.



[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

4 LEARNING STYLE MODEL: HONEY AND MUMFORD MODEL (1992) BASE ON KOLB MODEL

❑ Why is course interesting to some ones but not for others?

	General	Learn best	Learn least
Activists	<ul style="list-style-type: none"> involve themselves fully and without bias in new experiences. Their philosophy is 'I will try anything once'. bored with implementation and longer-term consolidation. seek to make themselves the center of all activities. 	<ul style="list-style-type: none"> From novel experiences, from being encouraged to 'have a go' and from being thrown into things. Enjoy relatively short 'here and now' learning activities, like business games and competitive team exercises. 	<ul style="list-style-type: none"> from passive situations like reading, watching, or listening to lectures, particularly those on concept or theory. Solitary work, repetitive tasks, situations that require detailed preparation, or being asked to review their learning opportunities and achievements.
Reflectors	<ul style="list-style-type: none"> stand back to ponder experiences and observe them from many different perspectives. Their philosophy is to be cautious. watching other people in action and prefer to take a back seat in meetings and discussions. When they act, it is part of a wide picture 	<ul style="list-style-type: none"> from activities where they are able to stand back, listen and observe. Like to have a chance to collect information and be given time to think about it before commenting or acting. They like to review what has happened. 	<ul style="list-style-type: none"> when they are rushed into things with insufficient data or without time to plan, when they are forced into the limelight by being required to role play or chair a meeting, or when asked to take shortcuts or do a superficial job.
Theorists	<ul style="list-style-type: none"> Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step, logical way. They are keen on basic assumptions, principles, theories, models and systems thinking. They feel uncomfortable with subjective judgements, ambiguity, lateral thinking and anything flippant. 	<ul style="list-style-type: none"> when they are offered a system, model, concept or theory, even when the application is not clear and the ideas may be distant from current reality. work in structured situations with a clear purpose, and be allowed to explore associations and interrelationships, to question assumptions and logic and to analyze reasons and generalize. 	<ul style="list-style-type: none"> when asked to do something without apparent purpose, when activities are unstructured and ambiguous, and when emotion is emphasized. when faced with activities lacking depth, when data to support the subject are unavailable and when they feel 'out of tune' with the rest of the group.
Pragmatists	<ul style="list-style-type: none"> Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. Their philosophy is 'There is always a better way' and 'If it works, it's good'. They positively search out new ideas and take the first opportunity to experiment with applications. They respond to problems and opportunities 'as a challenge'. 	<ul style="list-style-type: none"> When there is an obvious link between the subject matter and their current job. They like being exposed to techniques or processes, which are clearly practical, have immediate relevance and which they are likely to have the opportunity to implement. 	<ul style="list-style-type: none"> when there are no immediate benefits or rewards from the activity, and the learning events seem distant from reality.

[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

UNDERSTAND BOTH SELF AND YOUR MENTEE

Activity 4 - Duration: 15 minutes.

In this activity, we will understand more about ourselves about:

- Learning style of both mentor and mentee.

For each learning style and personality trait, we may have appropriate approach in communication and working.

Learning style and DISC modeling here is just a example. Mentor can choose modeling own your own but recommended to use a few modeling to have more concise statistic.

Exercise for SMART is not proceed in this course. Please investigate on your own.

[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

4 LEARNING STYLE MODEL: UNDERSTANDING YOUR LEARNING MODEL

	Very strong preference	Strong preference	Moderate preference	Low preference	Very low preference
Activist	13-20	11-12	7-10 (mean 9.3)	4-6	0-3
Reflector	18-20	15-17	12-14(mean 13.6)	9-11	0-8
Theorist	16-20	14-15	11-13(mean 12.5)	8-10	0-7
Pragmatist	17-20	15-16	12-14(mean 13.7)	9-11	0-8

To illustrate how to use norms to interpret your LSQ result let us suppose your scores are Activist 11, Reflector 11, Theorist 11 and Pragmatist 11. (We have chosen these scores deliberately because they admirably demonstrate the importance of using norms to reach an interpretation). The norms give the identical raw scores of 11 different weightings as follows: A score of 11 for Activist falls in the B range indicating a strong preference for this style.

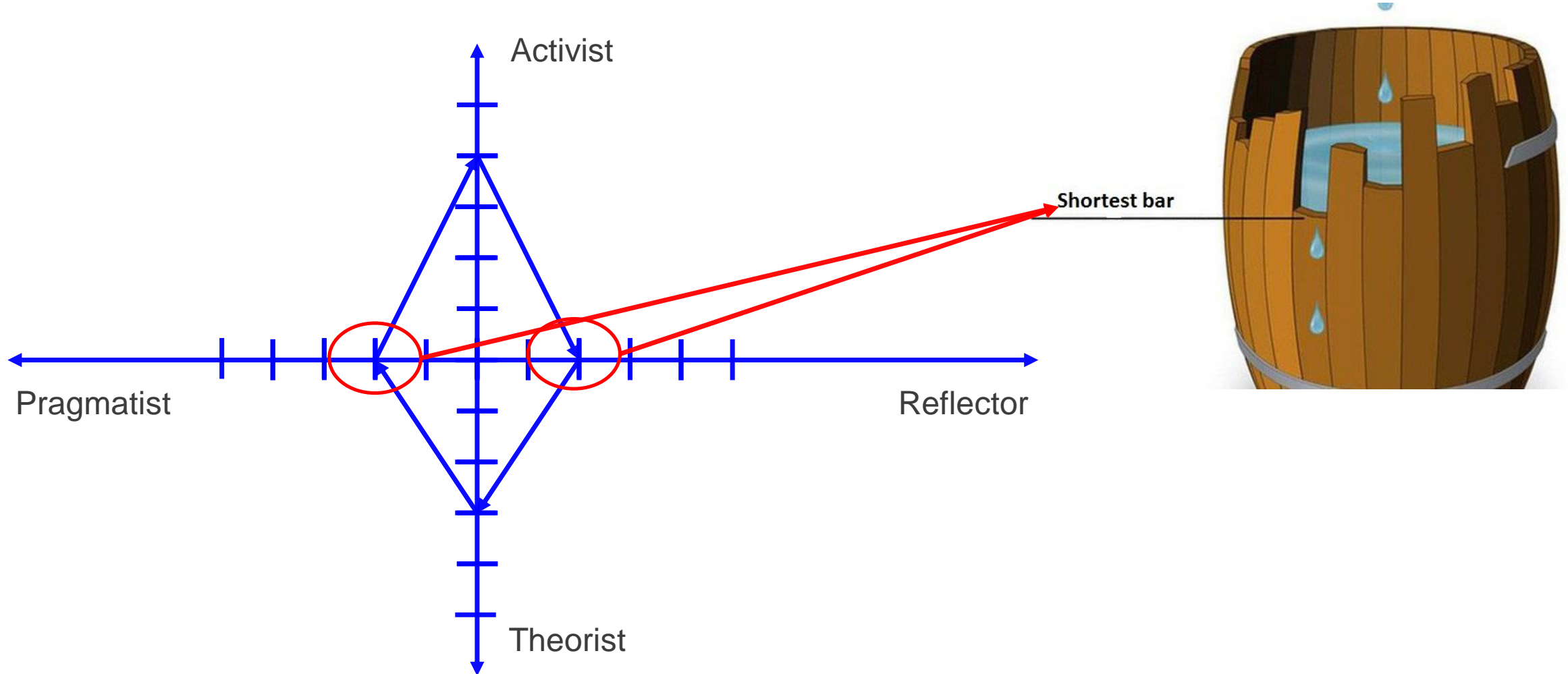
A score of 11 for Reflector falls in the D range indicating a low preference for this style.

A score of 11 for Theorist falls in the C range indicating a moderate preference.

A score of 11 for Pragmatist falls in the D range indicating a low preference.

[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

4 LEARNING STYLE MODEL: UNDERSTANDING YOUR LEARNING MODEL TO HELP



[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

4 LEARNING STYLE MODEL: SHARPEN AND ENHANCE

Key questions for activists

- Shall I learn something new, i.e. that I didn't know/couldn't do before?
- Will there be a wide variety of different activities? (I don't want to sit and listen for more than an hour at a stretch!)
- Will it be OK to have a go/let my hair down/make mistakes/have fun?
- Shall I encounter some tough problems and challenges?
- Will there be other like-minded people to mix with?

Key questions for reflectors

- Shall I be given adequate time to consider, assimilate and prepare?
- Will there be opportunities/facilities to assemble relevant information?
- Will there be opportunities to listen to other people's points of view - preferably a wide cross-section of people with a variety of views?
- Will I be under pressure to be slap-dash or to 'think on my feet'?

Key questions for Theorist

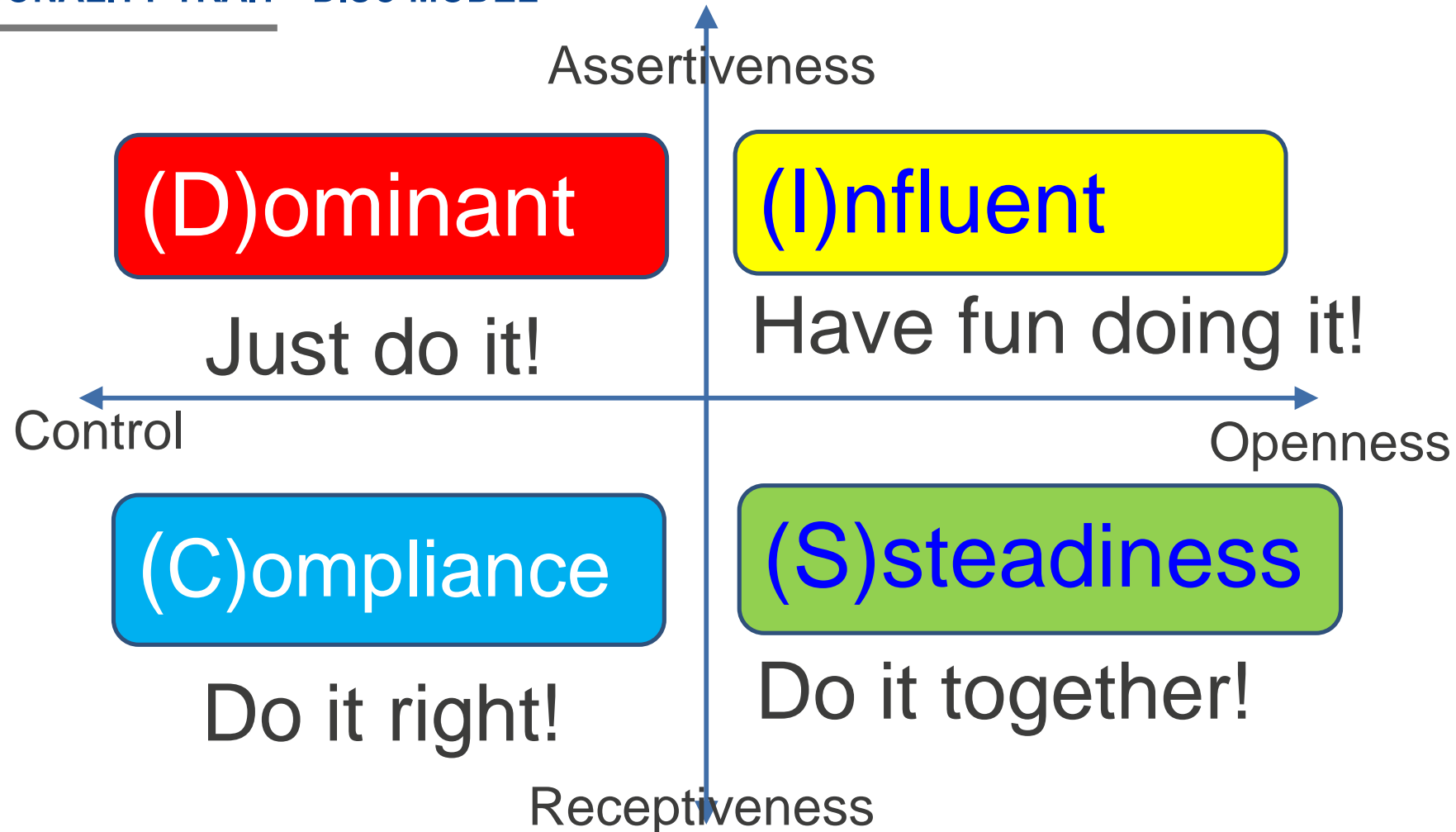
- Will there be lots of opportunities to question?
- Do the objectives and program of events indicate a clear structure and purpose?
- Shall I encounter complex ideas and concepts that are likely to stretch me?
- Are the approaches to be used and concepts to be explored sound and valid?
- Shall I be with people of similar expertise to myself?

Key questions for Pragmatists

- Will there be ample opportunities to practice and experiment?
- Will there be lots of practical tips and techniques?
- Shall we be addressing real problems and will it result in action plans to tackle some of my current problems?
- Shall we be exposed to experts who can demonstrate it themselves?

[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

4 PERSONALITY TRAIT - DISC MODEL



[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

UNDERSTAND BOTH SELF AND YOUR MENTEE

Activity 5 - Duration: 30 minutes.

In this activity, we will understand more about ourselves about:

- Learning style of both mentor and mentee.
- Personality trait of both mentor and mentee.

For each learning style and personality trait, we may have appropriate approach in communication and working.

Learning style and DISC modeling here is just a example. Mentor can choose modeling own your own but recommended to use a few modeling to have more concise statistic.

Exercise for SMART is not proceed in this course. Please investigate on your own.

[3] MENTEE SETS THE AGENDA AND IS RESOURCEFUL

UNDERSTAND BOTH SELF AND YOUR MENTEE TO HELP, NOT CRITICIZE

Do	Don't
Offer best opportunity of improvement for your mentee	Violate ethical codes of mentoring, do things harmful to mentee.
1. Choose suitable approaches/methods to release maximize potential of mentee.	1.Criticize working style.
	2. Dismiss due to non-suitable learning styles/personalities.
2. Use learning style and personal portrait as complement information for mentee 's profile.	3. Consider it as all about mentee 's profile.

[4] MENTOR FACILITATES LEARNING AND DEVELOPMENT

REMEMBER: THE MENTOR IS A FACILITATOR NOT INSTRUCTOR, RIGHT QUESTION NOT RIGHT ANSWER

The coach or mentor is a facilitator, not an instructor. They support and challenge the mentee to learn and to develop. The mentee learns by acquiring new awareness, insight, skills, ideas and knowledge. Development involves integrating their learning into the way they are. It is more important that a facilitator asks good questions than that they have 'right' answers. Good questions provoke new perspectives and change in the mentee.

- To have well structured conducting, mentor should have framework.
 - Mentoring should care mentee during mentoring session and what happen between sessions.
 - During mentoring session:
 - . Reviews the learning relationship and the learning process, and does not take these for granted.
 - . Clarify with mentee what they are learning and how they are learning it, what might help their learning and development.
 - . Help mentee choose suitable learning methods and clarify how they learn best, how to make coaching and mentoring work for them.
- To do so, mentor need some skills such as: actively listening, probe questions to have answers, using voice and body language to influence others, motivate staff.
- Care your mentee after that:
 - Understands the importance of what happens between sessions. They know that coaching and mentoring sessions should be the catalyst for learning and action, not the substitute.

We will come back lab of this session after take a look in framework/approach and skill of mentor

[4] MENTOR FACILITATES LEARNING AND DEVELOPMENT

LET MENTEE MANAGE THEIR OWN MONKEY

Hei leader, what should I do next?



[5] THE FRAMEWORK/APPROACHES

THE FRAMEWORK FOR THE CHANGE PROCESS PROVIDES MOVEMENT AND DIRECTION

The coaching or mentoring journey is about change in relation to the mentee agenda. The framework provides a map for the journey, for both mentee and coach or mentor. It does not fully describe the landscape of the coaching or mentoring journey, but rather it provides reference points and a sense of direction. It can help if either party gets stuck or loses direction. The coaching or mentoring framework should be used with a light touch, or even set aside, if that is what would be most helpful for the mentee in their journey. It should not be used to constrain or limit exploration of the landscape.

The GROW model	The Skilled helper	The Inner Game	Non-directive approach	Co-active coaching	Solution-focused coaching
<p>Context: awareness and responsibility</p> <ul style="list-style-type: none"> • Skills: effective questioning; active listening • Sequence: <ul style="list-style-type: none"> Goals What do you want? Reality What is happening now? Options What could you do? Will What will you do? 	<p>There are three stages:</p> <p>[1] What's going on?</p> <p>[2] What solutions make sense for me?</p> <p>[3] How do I get what I need and want?</p> <p>The aim is to help the mentee to identify valued outcomes and then to decide how to make them happen.</p>	<p>The important concept is: potential minus interference is equal to performance</p> <p>Interference that gets in the way and stops us focusing on the goal: fear, lack of confidence, the 'be perfect' driver, anger, boredom and frustration.</p>	<p>The emphasis here is on providing the right conditions to enable the mentee to become their own coach. The conditions for effective facilitation are belief in the mentee and communication of genuine interest, respect and empathy.</p>	<p>These are the four cornerstones:</p> <p>1 The mentee is creative, resourceful and whole.</p> <p>2 Co-active coaching addresses the mentee's whole life.</p> <p>3 The agenda comes from the mentee.</p> <p>4 The relationship is a designed alliance.</p>	<p>SIMPLE principle:</p> <ol style="list-style-type: none"> 1. Solutions – not problems. 2. In-between, not individual – the action is in the interaction. 3. Make use of what's there – not what isn't. 4. Possibilities – from past, present and future. 5. Language – simply said. 6. Every case is different – beware ill-fitting theory.
<p>This is a straightforward model starting with eliciting mentee wants and expectations and assuming that the mentee can articulate a goal or goals for a specific session or for several sessions.</p>	<p>Highlight the important relationship between wanting and acting. Coach to be flexible and not to follow the model rigidly. Commitment is tested before options and action plans are drawn up.</p>	<p>The relationship between this approach and sports coaching is obvious. This approach benefits from psychological understandings in relation to motivation, reinforcement, cognitive-behavior understanding, rational-emotive behavior and applied social psychology.</p>	<p>The non-directive approach in relation to both the inner game and the GROW model.</p>	<p>It is another example of a non-directive approach.</p>	<p>6 solutions tools:</p> <ol style="list-style-type: none"> 1 Platform – where are we starting from? 2 Future perfect – what if the problem went away overnight? 3 Scaling – where are we now? 4 Counters – whatever helps us forward. 5 Affirm – what's already going well? 6 Small actions – tiny steps that make the big difference.

Refer to above framework, you can use one of them or combine to create one your own style.

[5] THE FRAMEWORK/APPROACHES

THE FRAMEWORK FOR THE CHANGE PROCESS PROVIDES MOVEMENT AND DIRECTION

Activity 6 - Duration: 10 minutes.

Pick up an issues in activity 3, base on personality trait in activity 4, apply GROW frame work to raise questions to your members:

- Context: awareness and responsibility.
- Skills: effective questioning; active listening
- Sequence:
 - G**oals What do you want?
 - R**eality What is happening now?
 - O**ptions What could you do?
 - W**ill What will you do?

Keep the notes for next activities.

[6] THE SKILLS OF MENTOR

SKILLS DEVELOP INSIGHT, RELEASE POTENTIAL AND DELIVER RESULT

Mentor is competent, using the skills in an integrated way within the learning relationship, not merely applying a set of competences. The skills communicate the mentor belief in, and valuing of, the mentee. Wise and judicious use of the skills ensures a balance of support and challenge, of reflection and action. The effective coach or mentor has a repertoire of tools and techniques which they offer appropriately to the trainee to support their learning and development.

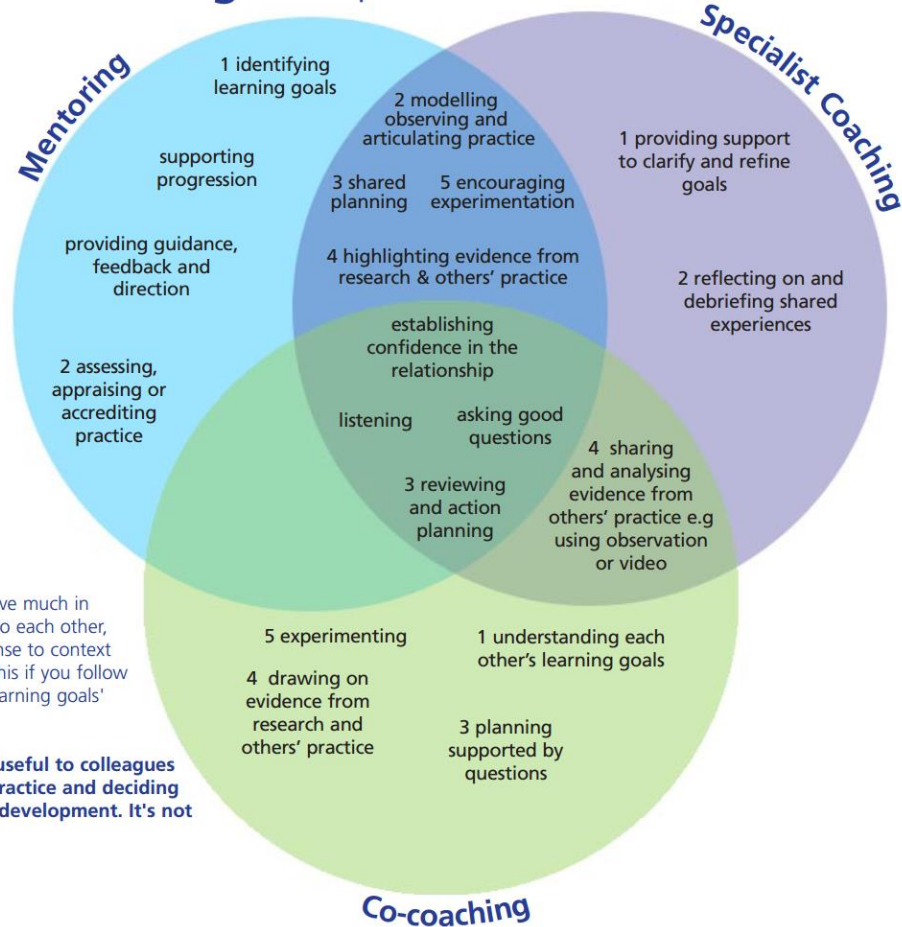
- You are a mentor because of your technical knowledge and skill.
- But to successfully develop others require more than technical skills.

This material just introduce some simple skills, then, please investigate more to become professional mentor.

[6] THE SKILLS OF MENTOR

SKILLS DEVELOP INSIGHT, RELEASE POTENTIAL AND DELIVER RESULT

Mentoring & Coaching: a comparison



Mentoring and Coaching have much in common; activities shade into each other, changing emphasis in response to context and purpose. You can see this if you follow a theme like No.1 'setting learning goals' around the circles.

This diagram has proved useful to colleagues in reflecting on existing practice and deciding on a direction for further development. It's not prescriptive.

[6] THE SKILLS OF MENTOR

ACTIVELY LISTENING

LACE:

- **L**istening:
 - Give the speaker your physical attentions (eye contact, open position, body movement, interesting ...)
- **A**cknowledgement:
 - Body movement.
- **C**heck/Confirm:
 - Paraphrase, clarify.
- **E**nquiry: ask for more information.
 - Ask more open communication (*)
 - Reflect feelings, reflect meanings.
 - Summarize.

(*): Please pay attention on topic, not go so far from.

[6] THE SKILLS OF MENTOR

PROBE QUESTIONS TECHNIQUE

Open questions: require explanation by way of an answers

‘what do you ...?’

‘How did you?’

‘When you ...?’

‘What was the result of ...?’

They are useful to exploring and gathering information

Probing questions require answers about specific areas details:

‘Give me a example of ...?’

‘Why did you ...?’

They are useful for investigating specific areas of experience skill or characteristics

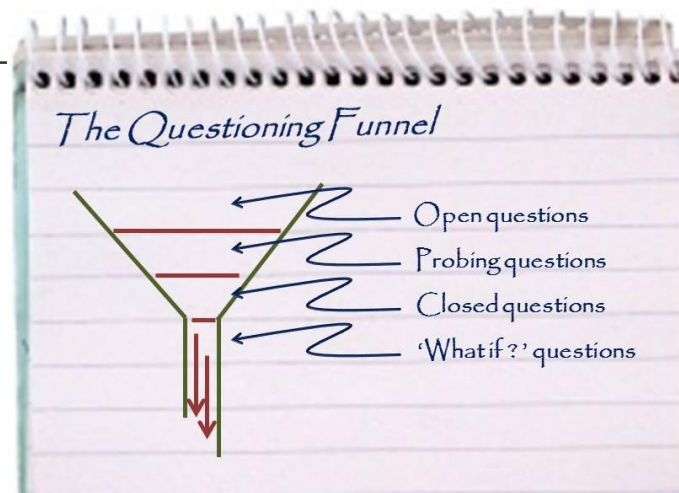
Hypothetical questions ask ‘what ... if?’

‘What would you do if ...’

They are helpful in assessing how people will perform in the jobs

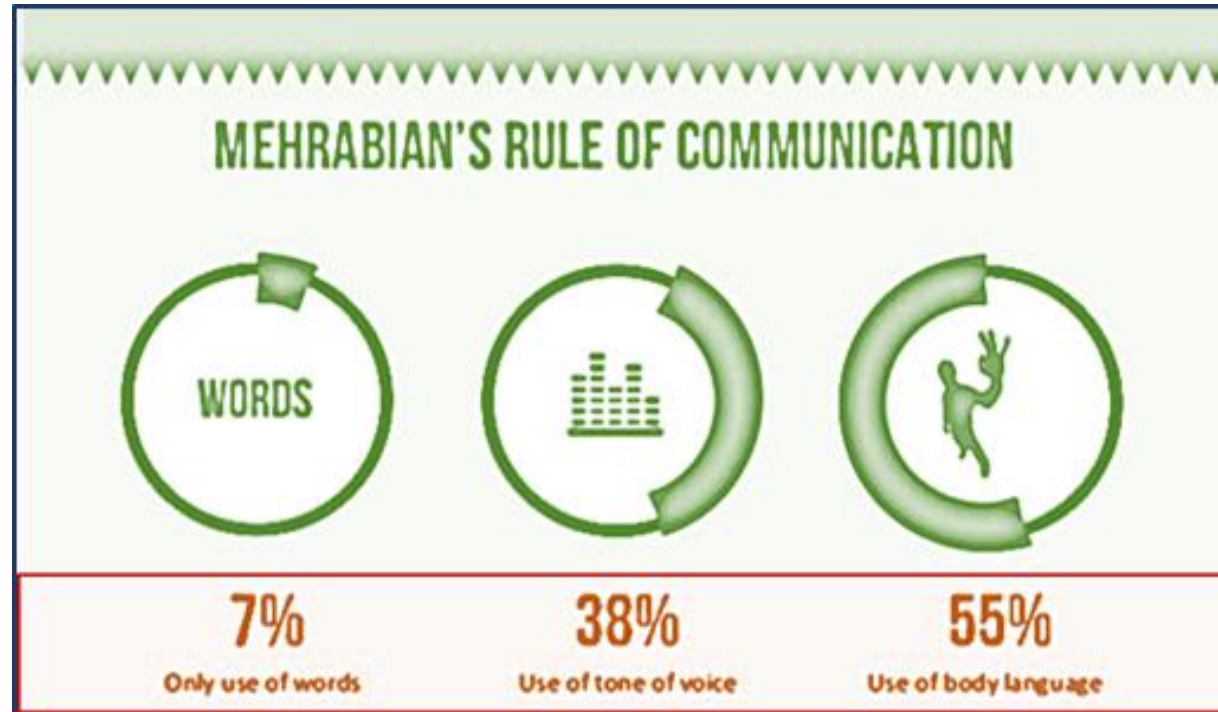
Close questions require simple answers”

They are useful for establishing a single fact, and for controlling a difficult interviewee.



[6] THE SKILLS OF MENTOR

USING VOICE AND BODY LANGUAGE TO INFLUENT OTHERS



[6] THE SKILLS OF MENTOR

KEEP YOUR MENTEE MOTIVATED: BEST WAY IS INSPIRED INTERNAL MOTIVATION

- ❑ Help your mentee identify what is purpose of her/his life. It is call “ikigai” in Japanese. With clear inner motivation, performance and behavior of mentee can be improved significantly.
 - Humorous question: Why did the God bring you to the earth? Why did you come to the earth?
 - We must answer 4 questions:
 - What do your love?
 - What are you good at? (RVC trained)
 - What can you be paid? (RVC fulfilled)
 - What does world need? (RVC fulfilled)



It is take a long time to help a person to know her/his ikigai but it is worth to invest. However, you can try a more simple approach: “Do something principle”.

[6] THE SKILLS OF MENTOR

KEEP YOUR MENTEE MOTIVATED: SIMPLEST WAY – “DO SOMETHINGS PRINCIPLE”

- ❑ Let take a look how motivation works: it is a endless lop:

Inspiration → Motivation → Action → Inspiration → Motivation → Action → Etc.

- ❑ What happens if you change starting points:

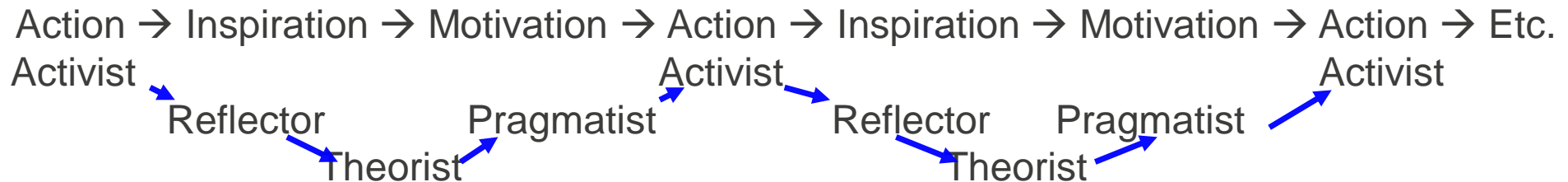
Action → Inspiration → Motivation → Action → Inspiration → Motivation → Action → Etc.

What is first action here: What ever you need to do, even tiny one.

[1] By doing something, at least, you may keep somethings is done.

[2] To trigger our metal/physical that we can do tiny one, it seems “bigger” one may easier to do.

- ❑ Combine with learning model as accelerator wheel:



[6] THE SKILLS OF MENTOR

VALIDATION: A HALF GLASS OF WATER OR A HALF OF EMPTY GLASS



[6] THE SKILLS OF MENTOR

PSYCHOLOGY BARRIER BREAKDOWN: REMOVE EGO TO CONFRONT PROCRASTINATION

☐ “I am an apprentice.”

[6] THE SKILLS OF MENTOR

SKILLS DEVELOP INSIGHT, RELEASE POTENTIAL AND DELIVER RESULT

Activity 7 - Duration: 90 minutes.

In this activity, we will take pair: one will take mentor role, one will take mentee role for case study 1 then alternate for case study 2.

We will apply below skill:

- Actively listening
- Probe questions to have answers
 - Mentee will explain information layer or layer, not all.
 - Mentor must probe information and clarify with mentee layer to layer to catch up as much information as possible.
- using voice and body language to influence others

Keep the notes for next activities.

[6] THE SKILLS OF MENTOR

HOW TO CONDUCT A MENTORING SESSION

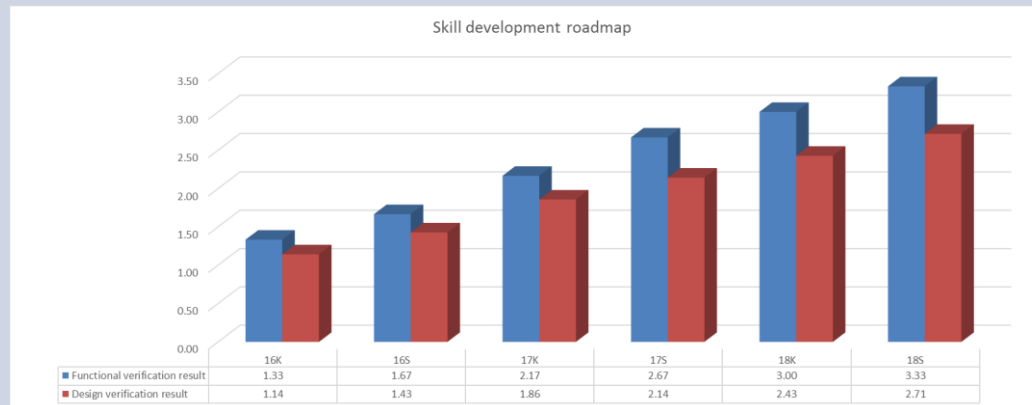
The skills and general structure for the formal structured mentoring sessions – mentoring conversation apply to all the different coaching-mentoring model. It is important to be strong in these essential competencies.			
	Steps	What to do	Tools
	Understand self and mentee	Determine awareness level of mentee Learning model & personality trait	Probe questions technique. Learning model , DISC survey .
	Help mentee define target	Be specific – pinpoint the issue or behavior	Probe question technique.
	Select framework and learning methodology	Select framework and learning methodology	Frameworks.
	Planning	Plan future – build strategy	Planning skill.
	Monitoring	Monitor to understand what happen between two official mentoring session. Reinforce and encourage if necessary.	Motivate staff
	Control	Review, feedback and direction Plan adjudge	Probe questions techniques , SBI , use tone and body language , active listening
	Closing	Review, evaluation.	KPI, skill map.

[7] THE OUTCOME IS CHANGE

COACHING AND MENTORING ARE ABOUT CHANGE.

The mentee achieves something that they care about, that makes a positive difference in their working life or career. The real significance of change should be judged in relation to the mentee agenda and their goal. Of course, change provokes resistance, a normal reaction to facing up to difficult issues. mentors work with mentee resistance, rather than try to overcome it.

- Mentor use resistance to help the mentee to clarify their values and their goals, and to explore what will help or hinder them in making changes.
- Outcome can be tangible/visual

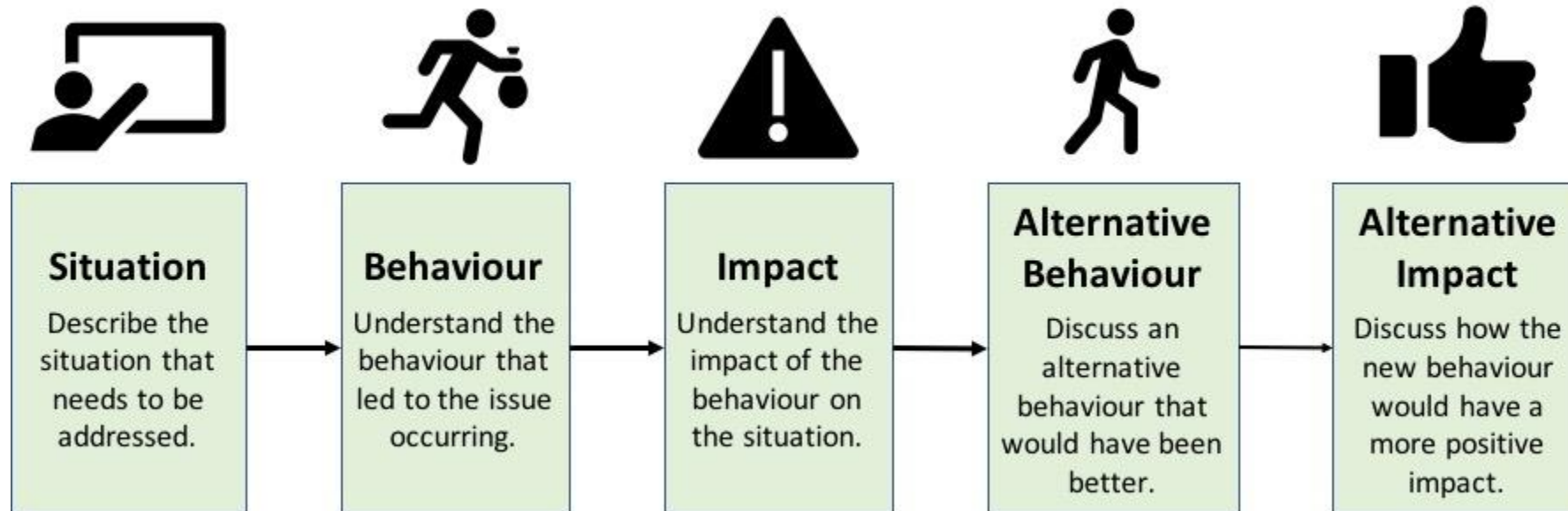


- Or intangible/invisible:
Motivating, Inspiring, company loyalty
A change in attitude for one mentee may be just as important as a major job promotion for another.
- What else?

Mentor review progress and feedback to mentee if necessary. In this session, a feedback framework is introduced.

[7] OUTCOME IS CHANGE

FEEDBACK IS TOOL TO DRIVE CHANGE TO TARGET. SBI MODEL



[8] QUALITIES OF MENTORING

THE QUALITIES OF THE MENTORING AFFIRM, ENABLE AND SUSTAIN THE MENTEE

The distinctive style, personality and values of the mentor are prized by the mentee. This unique blend of attitudes, values, knowledge and experience can be shared as 'self'. Moreover, when the chemistry between mentor and mentee really works, there is a sense of deep connection. The paradox of this connection is that it is not tangible and yet it is powerfully present and effective in bringing about mentee self-belief, hope, courage and action.

- Mentor communicate caring, valuing, respect and empathy.
- They model a way of being which is both human and professional. This is not deliberately 'taught' but is often 'caught'. Learning is not just 'from' the coach or mentor, but also 'with' and 'through' them. It is this third type of learning, 'through the coach or mentor' that is often overlooked. Yet it may be the most powerful learning of all!
- The mentee who experiences affirmation and positive challenge from a coach or mentor is likely to value themselves more.
The more a mentee values themselves, the more they value others. This then impacts on both personal and professional relationships.

We expect best things, however, we should prepare for worst things. Ethical practice safeguards and enhances coaching and mentoring.

[9] ETHICS CODES

SAFEGUARDS AND ENHANCES COACHING AND MENTORING

The mentee is safeguarded if ethical principles inform and guide practice. This not only safeguards the interests of both parties, but also enhances the quality of their work together. Mentoring start with clear expectations, continue with a negotiated working agreement, include ongoing evaluation and finish with well-prepared endings. Ethical coaching and mentoring are informed by legal requirements and professional codes of practice. Working within agreed limits and boundaries helps the mentee to feel secure, for example in relation to issues of confidentiality or conflicts of interest.

- Such principles might include: respect for mentee autonomy; faithfulness to promises made; acting in ways which are beneficial to the mentee; not doing harm; and acting fairly.
- One of example is:
https://www.emccouncil.org/de/wp-content/uploads/sites/5/2018/09/EMCC-Code_of_Ethics_2016.pdf

We expect best things, however, we should prepare for worst things. Ethical practice safeguards and enhances coaching and mentoring.

AGENDA

- Course objective 3
- Definition and concept of mentoring and coaching 8
- SIPOC with 9-key-principles of effective practice 15
- Example frame work 42

EXAMPLE FRAMEWORK

APPLY KNOWLEDGE TO FORM SKILL

Activity 8 - Duration: 6 months

You may get a form to follow up mentor-mentee progress.

- . Do honest daily evaluation to check how do you apply knowledge into your mentoring session.

Practice didn't make perfect, perfect practice do it.

THERE IS NO MIRACLE

IT JUST SIMPLY A SMALL EFFORT EVERYDAY: AWARE → MONITOR → CONTROL → GROW

Daily questions: To what extent did I do my BEST to enhance mentoring & coaching	Your name:		Month:								
	From ~ To	Rating 1 ~ 10 (1 = Very poor, 5 = Satisfaction, 10 = Excellent)									
		Mon	Tue	Wed	Thu	Fri	Sat	Sun	Week average	Month average	Notes
1. Actively listening: (L)isten (A)cknowledge (C)heck (E)nquiry											
2. Use probe questions techniques to gather information Open questions to gather information Probe questions to get detail information Hypothetical questions to assess/give hints/tips Close question to have conclusion.											
3. Still keep aware about leaning style and personality of you and others. Activist/The pragmatist/The Theorist/The Reflector (D)ominant/(I)nnuence/(S)teady/(C)ompliance											
4. Use a framework to conduct a mentoring & coaching for self and others (G)oal --> (R)eality --> (O)ptions --> (W)ill Skillful helper Inner game Non-directive approach/Co-active coaching											
5. Use SBI model to give feedback to others (both business and daily life) Situation --> Behavior --> Impact --> Alternative behavior --> Alternative Impact											
6. Use tone of voice and body language to transfer your message Only use of words : 7% Use of tone of voice: 38% Use of body language: 55%											
7. Applying do something principle Action --> Inspiration --> Motivation --> Action											

THERE IS NO MIRACLE

7P'S HABIT CHANGE TOOL

7P's Habit Change Tool

Name:

Date:

Habit to	Reduce	Increase	Start	Keep	Stop
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Purpose	
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	Action (HÀNH ĐỘNG)	Trigger (KÍCH HOẠT)
PASSION (ĐAM MÊ)		
PLEASURE (NIỀM VUI)		
PAIN (NỖI ĐAU)		
PEOPLE (CON NGƯỜI)		
PROCESS (QUY TRÌNH)		
PERSISTENCE (SỰ KIÊN TRÌ)		

THERE IS NO MIRACLE

7P'S HABIT CHANGE TOOL

7P's Habit Change Tool

Name:

Date:

Habit to	Reduce	Increase	Start	Keep	Stop
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Purpose	A daily 30 min mentoring of team members to build up the talent to create a high-performance team.
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	Action (HÀNH ĐỘNG)	Trigger (KÍCH HOẠT)
PASSION (ĐAM MÊ)	Set aside 3 minutes every day to mentor at least one direct report	Desire to grow people towards high performance
PLEASURE (NIỀM VUI)	Have a meeting at a nice café during lunch time or tea break.	The smell and freshly-brewed coffee as I pass through the café every day.
PAIN (NỖI ĐAU)	Missing my promotion due to continuous resignation of talent due to lack of growth.	Memory of having lost my promotion and my talents.
PEOPLE (CON NGƯỜI)	My peer – the HR manager.	Notice my peer – HR manager – have strong talent in his/her team
PROCESS (QUY TRÌNH)	To set daily schedule and reminders on my calendar. Weekly review with my peer – HR manager.	Daily alarm reminders on 30 minutes preparation time and 30 minutes mentoring time.
PERSISTENCE (SỰ KIÊN TRÌ)	Celebrate success with team during half-yearly performance review.	Organize a celebratory meal or outing to a theme park.