

Welcome!



Mentor Briefing 2019-2020

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Session Aims

- Agree the essentials of good mentoring
- To share potential difficulties and opportunities
- Mentoring roles & expectations
- High quality mentoring conversations
- Time commitment, classes
- Tools
- Q&A

And an opportunity to network – please use it!

We will cover?

What is your view of essential mentoring qualities and skills?

What do you bring as strengths?

Which areas would you like to stretch and grow?

What do you feel will be the main challenges for you?

What do you think the main challenges will be for your mentee?

What specific issues would you like to get insight on from other mentors at the session?

Issues/challenges you would like help with?



Transformational mentoring

- What is mentoring?
- What skills and attributes are required of a mentor? What do you bring?

What is mentoring?

- Tell - Solving someone's problem for them
- Instructing and giving advise

- Pull – Helping someone solve their own problems
- Listening to understand
- Asking questions
- Paraphrasing and summarising
- Giving feedback – suggesting options
- Offering guidance

A mentor is a:

Role Model

- Provides good example
- Demonstrates best practice
- Listens to and empathises with concerns
- Critical friend – tells the ‘uncomfortable’ truths

Supporter

- Shares sector knowledge and business information
- Encourages use of resources and contacts
- Encourages stepping out of the comfort zone
- Gives support when mistakes are made
- Recognises and celebrates achievements
- Provides regular, constructive feedback

Guide

- Guides towards solution
- Explores different perspectives
- Helps to develop connections
- Shares views on how to succeed
- Helps identify the mentee’s personal style and behaviours to maintain or improve

“My role is to ask BDQs to have the conversations that will bring about positive change”

David Clutterbuck

What are the elements that make a great mentor?



- Think about someone who has been a great mentor to you/helped you develop?
- What did they do and how?
- How did they make you feel?
- What was the result?

Their thoughts

(from last year's groups)

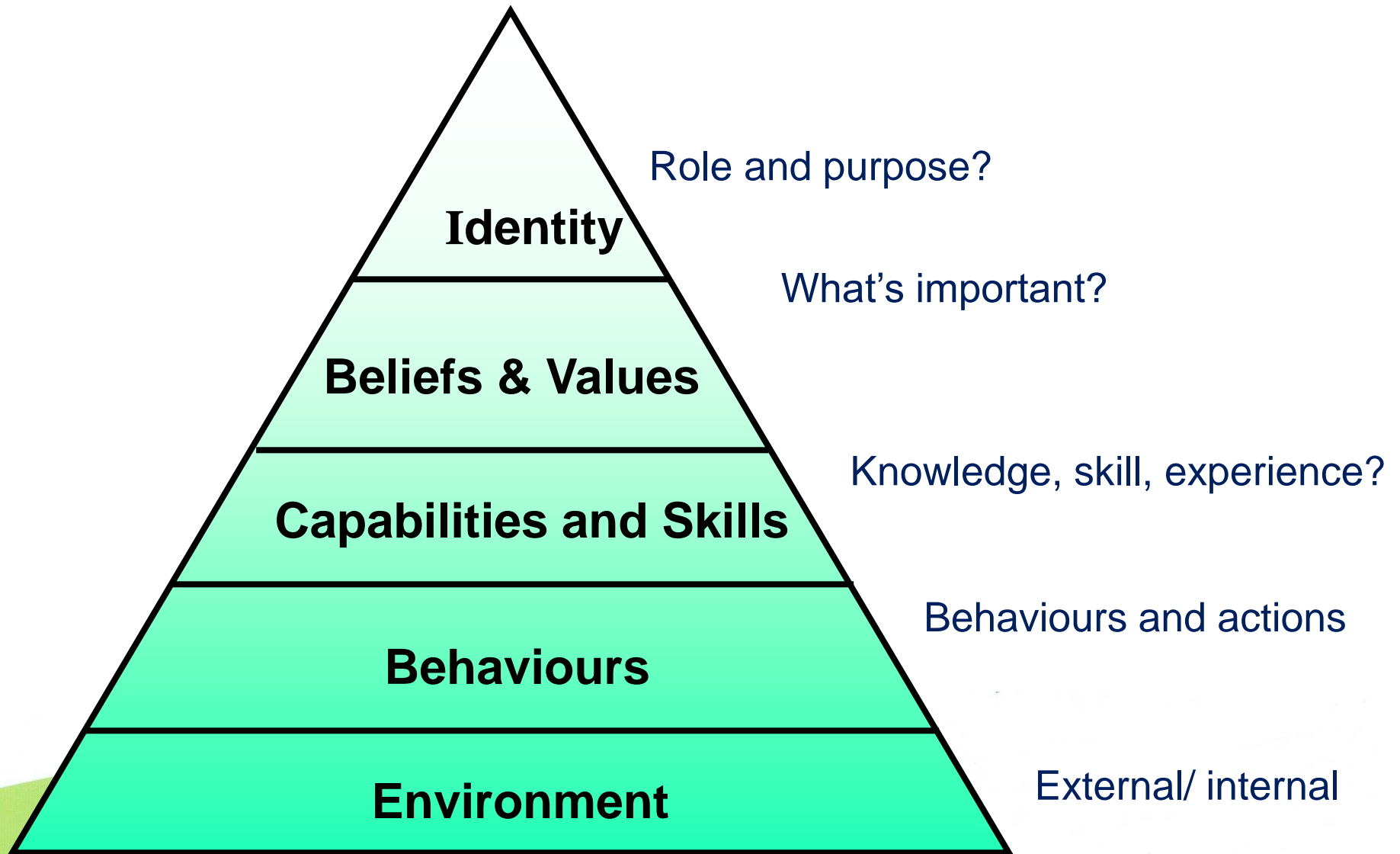
Mentoring is:

- A structured conversation
- Guidance
- Questions to challenge
- Sharing experience
- Mutual development
- Coaching
- Suggestions and advice
- A sounding board
- A critical friend

Skills and attributes:

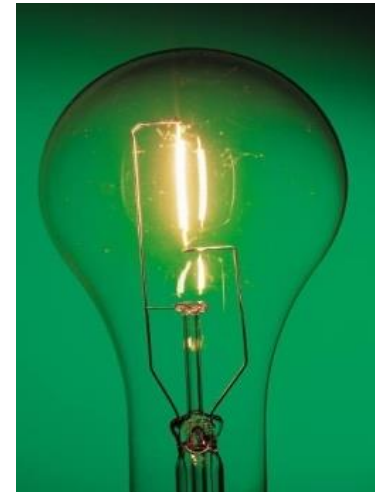
- Genuine interest
- Open and honest
- Listening
- Respectful communication
- Enthusiasm
- Approachable
- Ability to put mentee at ease
- Prepared
- Patient

Making a difference through mentoring



High quality mentoring conversations

- **Goal** – where do you want to be?
- **Reality** – where are you now?
- **Options** – how could you get there?
- **Will** – what will you commit to doing?



Incisive questions

What do you mean by ... ?

Could you give me an example?

What might you be assuming here that's blocking your thinking?

If you were to what might happen?

In what way are you being held back?

What specifically led you to conclude that?

If you weren't to hold back, what would you do?

What if you were to try that?

What might happen?

When you say 'they' or 'everyone', who exactly do you mean?

If you trusted your wisdom/heart/best friend ... what would you do?

What do you feel will be main challenges for you and your mentee?

Areas for development

Issues/challenges you would like help with from other mentors?

The Thinking Environment

1. **Attention** – listen actively with respect, interest and fascination
2. **Incisive Questions** – remove assumptions that limit ideas
3. **Equality** – treat each other as thinking peers
4. **Appreciation** – practise a 5:1 ratio of praise to criticism
5. **Ease** – offer freedom from rush or urgency
6. **Encouragement** – move beyond competition
7. **Feelings** – allow sufficient emotional release
8. **Information** – provide a full and accurate picture of reality
9. **Place** – create a suitable physical environment that shows you value the person
10. **Diversity** – embrace and enjoy differences

Adapted from “Time to Think” by Nancy Kline

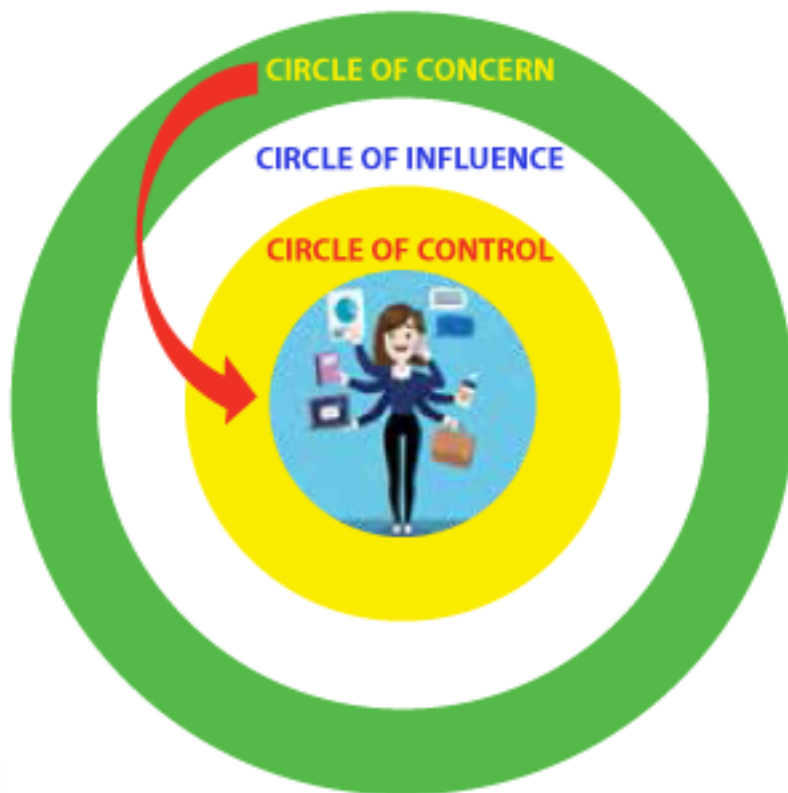
Tools

- PDL – Personal Development Log provided to all mentees and mentors to record meeting notes, actions, achievements and reflections
- PPI – DISC based psychometric tool, providing reports and charts for discussion, self-awareness and development
- CV
- STARS/A – framework to record achievements
- Locus of Control – how do I manage myself/who manages me?
- Circle of Influence – what can I control or influence?

Resources on HDN website in mentor section. You can access by registering on:

<https://www.housingdiversitynetwork.co.uk/join-us/registration>

Circle of Influence



Which elements of:

- Your job
- Your development
- Your life

do you control or influence?

Introducing PPI

- PPI is a work based personality profiling tool, developed from the original work of Dr. William Moulton Marston
- Both mentees *and* mentors can complete PPI
- Insight for personal reflection and development during the programme
- Personality profiling tools do not measure or predict skills and abilities
- People can develop and use all styles
- Report is confidential

Personality Performance Indicator (PPI)



The questionnaire:

- Completed online via a link
- 24 questions - 5-7 minutes to complete
- There are no right and wrong answers

The report:

- Is approx. 10 pages long
- Measures Dominance, Influence, Steadiness, Compliance
- Profile charts available which will need an explanation from your local mentoring coordinator or HDN

Understanding the results:

- Class 2 provides more information, explanation and support
- Opportunity to share and ask questions
- Confidential – it is up to the mentee who they share it with
- To be used as a platform for development

Stages of mentoring

Stage 1: Starting out

- Prepare to build the relationship
- Establish trust and rapport
- Power of self-disclosure
- Agree a 'contract' and confidentiality
- Agree note-taking
- Use Personal Development Log to help

Stage 2: Getting established

- Allow mentee to 'tell their story'
- Discuss strengths and weaknesses, experiences, knowledge and skills, and their work context and other aspects which may affect self development
- Focus on learning and growth
- Recognise progress

Stage 3: Developing independence

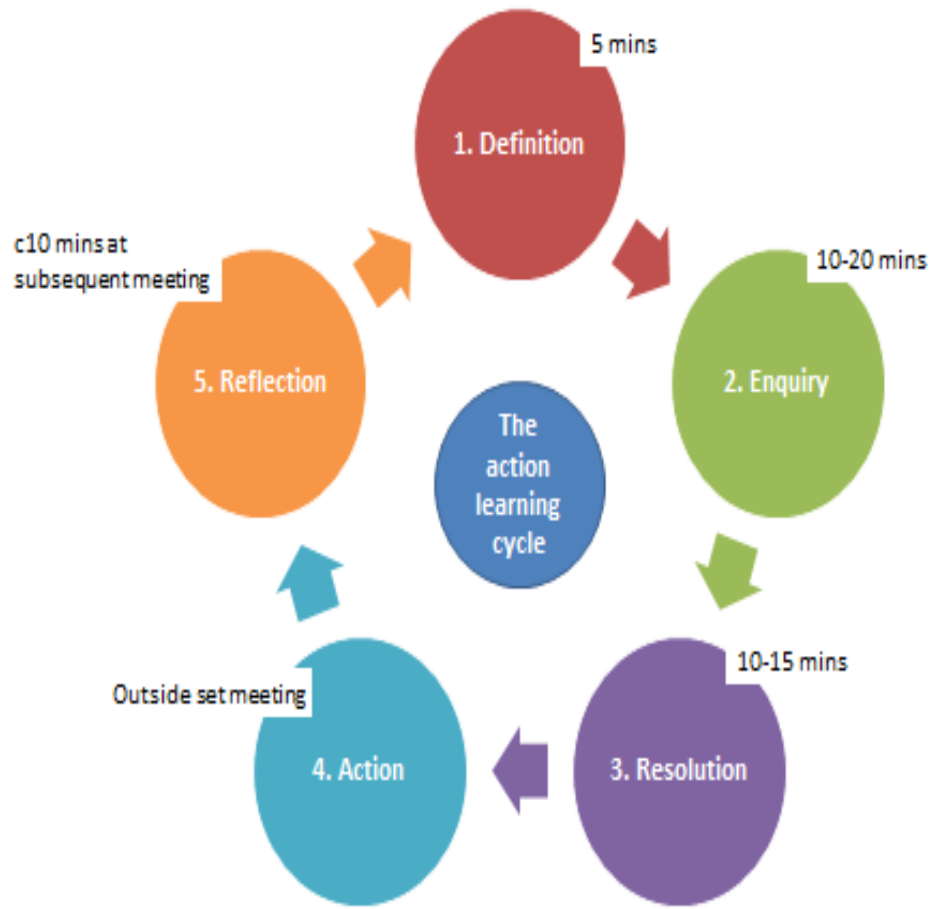
- Encourage the mentee to reflect, to see things differently, identify potential changes
- Play devil's advocate - confront, stimulate and challenging the mentee to consider options
- Help devise a plan of action and encourage innovation and creativity

Stage 4: Closing

- Acknowledge progress and achievements
- Encourage mentee to continue their development – lifelong learning
- Agree what, if anything, happens next

Note-taking – encourage mentee to take own notes and tell them what/how you will be capturing the conversation

Action learning approach



Problem solving

What potential issues or problems worry you?

- *Conflict of interest*
- *Issues relating to bullying/ harassment/ discrimination*
- *Physical/ emotional health*
- *Managing change (mentee or mentor)*
- *Maintaining boundaries*

Who could you go to for help/ support?

Final thoughts and questions?

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