

Mentor Information Pack

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The GROW Coaching Model

The GROW model is commonly used in coaching conversations and stands for:

- **G**oals,
- **R**eality,
- **O**ptions,
- **W**hat/**W**ill/**W**rap Up



GOAL – what is your goal? What do you want to achieve? How do you want things to be different? How will you know when you have reached your goal?

REALITY – Use questions that start with what, when, where, who, how? What is happening at the moment? What is the reality of this situation? What’s working? What are the barriers or obstacles? What are your strengths/weaknesses? What have you tried? What effect is this having?

OPTIONS – What options do you have? What are the alternatives? What else?

WHAT/WILL – what are the next steps? Which options are you going to take forward? What support do you need to achieve the next steps?

Listening Skills

There are different levels of listening and most of us are not fully listening most of the time. A good coach will have or develop the ability to listen actively.



Cosmetic Listening - Essentially you are pretending to listen and not really engaged your mind might be elsewhere, e.g. you join a group of people at a conference who you don't know very well

Conversational Listening –You are engaged and are moving between listening, talking, thinking, talking, thinking etc. Whilst the other person is talking you are often thinking about what you are going to say next.

Active Listening—an effective coach must develop ability to listen actively. To do this you must:

- Stay focused on person to fully understand them
- More effort to listen and process than speak
- Registering and recording facts to potentially return to later
- Regularly confirm listening with gestures and noises
- Actively seek clarification – reflection, summarising, repeating

Deep Listening— this is the next level of listening and you are totally lucid and present. Your focus is entirely on the other person and your mind is quiet and calm. It is in this mode of listening that we pick up on more intuitive insights, such as something that isn't being said, or body language.

Questioning Skills

Effective questions in coaching are simple and have a purpose. Effective questions open doors in the conversation. As a coach you will be wanting to use open questions – how, what, where, when. Closed questions can be useful to seek clarification, to ensure you have summarised or reflected back correctly or to focus on a specific point. Try to avoid questions that imply judgement and directive questions/statements.

Other things to think about are Intonation as this can really change the way a question is asked. Pauses and silence in coaching is good as it allows time for reflection.

Question type	When to use	Example questions
Open questions	When you want information	What do you want to get out of mentoring?
Probing questions	When you want more detail	What do you mean by 'progress'? What do you think needs to happen next?
Alternative questions	When you want a creative response	What other ways could this be achieved? How else could you go about this? What other resources have you not considered but could be useful?
Reflective questions	When you want your mentee to assess the situation critically or when you want to challenge their thought process	Why do you think that was the response? What would you do differently next time? How could you avoid that in the future?
Closed questions	For agreement/commitment	Are we happy with that?

Directive and Non-Directive Questioning

The table below shows directive questions and how you can make directive questions more non-directive.

Directive	Non-directive
Your goal should be to do X	What do you want to talk about today? What is your goal for this coaching session? What outcome do you want from this?
You said you would do X but you haven't. When are you going to do it?	I see you haven't done what you agreed last session. What is preventing you from taking these next steps? Tell me your thoughts on this
Maybe you need some assertiveness training	Tell me a bit more about what happened What would help you with this? How would you like to deal with these types of situation?
You really should talk to your manager	Who can help you with this? What could your next step be? What do you think your manager would say?
What I'd advise is...	What do you think? Tell me what you think What are your options? [I can offer a suggestion which may or may not help, would you like to hear it?]
My opinion is...	What's your opinion on this? What I'm hearing you say is...
Go and talk to HR about this*	Where could you get additional information about this? Who could help with this? What would HR say about this?
If you are not getting an interview for the jobs you are applying for, you are probably applying for the wrong job	What do you think are the reasons you are not getting interviews for the posts you have applied for? Tell me more about the jobs you have applied for Tell me more about this situation

*Point out that you can take off the mentoring hat if you think you need to advise someone to talk to HR. Also you are within your rights to say that you cannot help with an HR issue.

Goal Setting Worksheet

1. Set your goal: (clearly describe your desired outcome)

2. Current State 1-5 key words that describe your situation	3. Action Plan SMART actions that will help you achieve your goal	4. Desired State 1-5 words that describe your expected situation

Why do you need to achieve this goal?	
3 CONSEQUENCES What are the negative consequences if you do not achieve this goal	3 BENEFITS How will your life improve after achieving this goal?

Resources I can use (What skills, contacts and experience do you already have that can help you achieve this goal?):	Development needs (What do you have to change/develop to succeed in achieving this goal?):
1.	1.
2.	2.
3.	3.

FIRST STEP (One specific thing you will do immediately to start moving towards your goal):

Giving Feedback

Use this guide to discuss your mentee's preferred way to receive feedback

Why give feedback?



Employers that give employees regular feedback have lower turnover.



82% of employees appreciate receiving feedback, whether positive or negative.



4 out of 10 workers are disengaged when they get little or no feedback.



65% of employees want more feedback.



Constructive feedback motivates people and improves performance.



Workplaces that encourage open, honest feedback create stronger relationships between employees.

What makes good feedback?



Specific, targeted, measurable



Too vague and not focused



Frequent and ongoing



Directive



Collaborative



Lacking clarity

The Stop, Start, Continue model

The stop, start, continue model of feedback provides an employee with feedback on what they should stop doing, what they should continue doing, and something new they should start doing.



The SBI model

S

Situation

When giving feedback, have a specific instance you're referring to. This gives the recipient a stronger sense of what behaviour they should change/keep.

B

Behaviour

You must always describe a behaviour, never a personality trait. Only comment on observed behaviours and never make assumptions about those behaviours.

I

Impact

Describe the effect of the behaviour and therefore justify why it's important that the recipient change/keep that behaviour.

Example: "When you gave your presentation yesterday, I noticed that what you were saying didn't match what was written on your slides. This confuses your audience and can damage your credibility..."

The Pendleton model

1. What they think they've done well

Invite the reviewee to reflect on what they think they've done well. This may not feel natural to them, so be sure to probe and be patient.

2. What you think they've done well

Reflect on what they think they've done well and build on that with other examples you've noticed.

3. What they would do differently

This isn't about what they've done wrong. It's simply a chance to discuss what they'll do differently going forward. This is a non-judgemental way to solve problems and explore options.

4. Acknowledge their ideas and add to them

Provide your own suggestions on new things they could try or do differently.

The Pendleton model allows the receiver to reflect first, making them more receptive to feedback

Tips for giving feedback

- Feedback should be non-judgemental: focusing on behaviours instead of traits helps with this;
- Feedback should be given in both directions. Feedback should be invited from the reviewee to foster an open and frank working relationship;
- Feedback should be given frequently and as immediately as possible;
- Feedback should be given somewhere private;
- Ask the reviewee how they like to receive their feedback best: feedback is a tool to help them improve and should be given in a way they want to receive it;
- Feedback should not be a negative experience: achievements should be acknowledged and negative feedback should be viewed as an opportunity for development;
- Feedback should be short, specific, and clear

Sources of Support

Below are some sources of support for members of the University experiencing issues that cannot be suitably addressed within the mentoring relationship, e.g. topics around mental health and wellbeing, bullying and harassment.

For Staff

Staff may wish to reach out to their departmental HR team in the first instance, who will have further information about department-specific support that is available. Below are further resources that are available within the wider University.

- [Harassment Advisor Network](#)
There are approximately 447 harassment advisors across departments and faculties within the University. Details of the harassment advisors are posted on departmental and faculty office notice boards. There are also confidential advisors appointed within the colleges.
- [Employee Counselling Service](#)
*As part of the University's insurance policy through Zurich, a free confidential counselling service is available for you and members of your immediate family (provided they live with you and are over the age of 18 or aged between 16-18 and are in full-time employment). The service is available 24 hours a day, 365 days of the year.
Tel: 0117 934 2121*
- [University of Oxford Occupation Health Service](#)
University of Oxford Occupational Health has the aim to care about the health and wellbeing of employees and students in their workplace. We deliver services that support the University's policies in regards to the prevention of ill health and the promotion of health and wellbeing.

For Students

Students may wish to reach out to their college Welfare Team in the first instance. However, there are a number of services available to provide support during their studies at the University. Students may also wish to visit the University's [welfare and wellbeing pages](#) for more information.

- [Peer Supporter Network](#)
As students pick routes for support, from the very informal (friends) to the more formal, Peer Support falls somewhere in between and is an important addition to College/ Departmental/ Divisional welfare structures. There are also [Peers of Colour](#) and [Rainbow Peers](#).
- [Oxford SU Student Advice Service](#)
Student Advice is the only independent advice and information service exclusively available to Oxford University Students. They will do our best to reply to you within 2 working days.
- [Student Resolution Service](#)
The University offers this voluntary mediation service for students who find themselves in conflict with another student. Any student or staff member can make a confidential enquiry via [e-mail](#).

- [Sexual Harassment and Violence Support Service](#)

The Sexual Harassment and Violence Support Service provides a safe space for students to be heard, with advisors offering free support and advice to any current student who has been impacted by sexual harassment or violence. Book and appointment via [email](#).

- [University Student Counselling Service](#)

The University offers a free counselling service for students that can be booked via [email](#).