

# Coaching, Mentoring and Communication

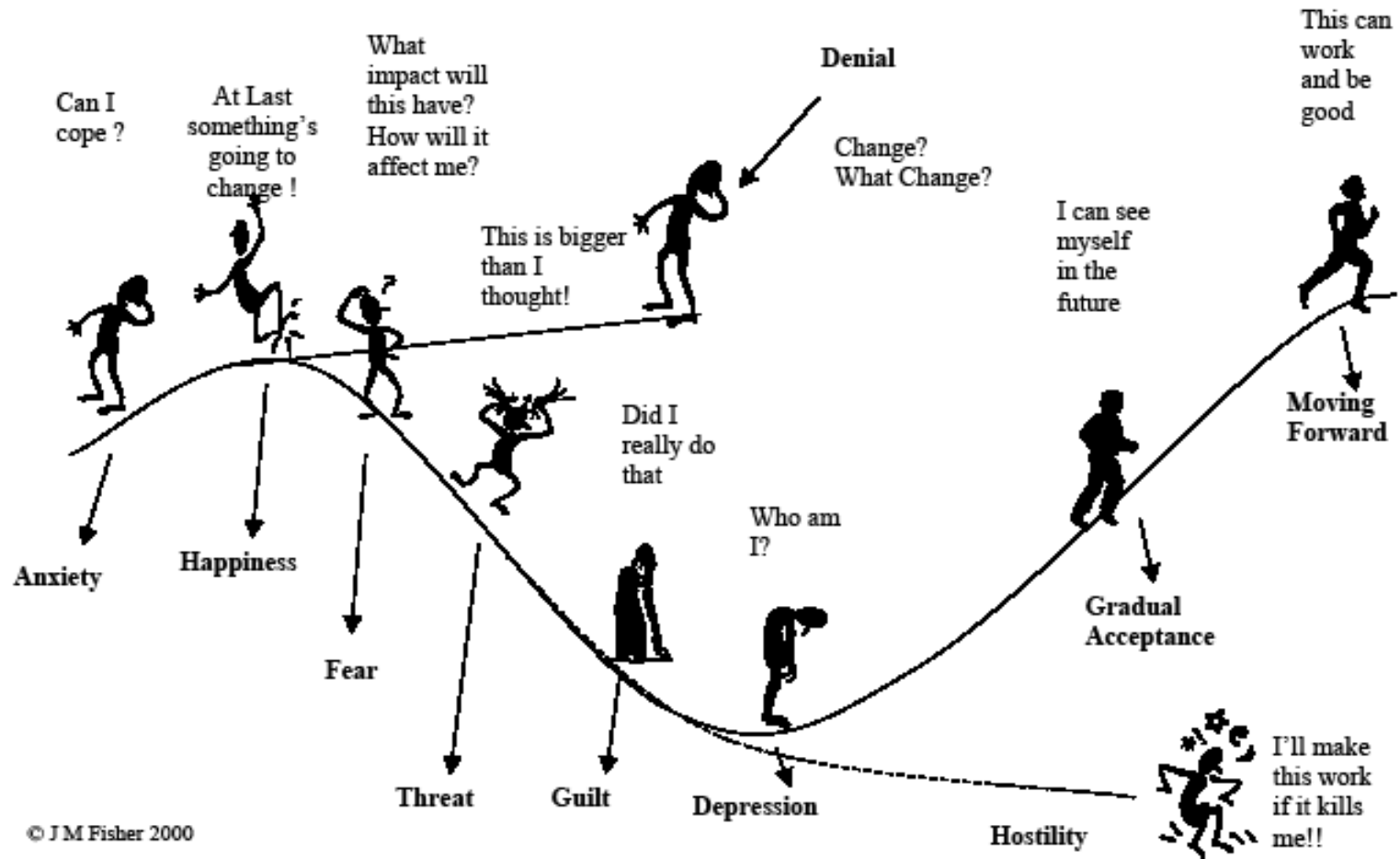
Helen Chambers

**ILM definitions:**

**Coaching** is the art of facilitating the development, learning and enhanced performance of another person. Essentially a coach's aim is to help people to improve themselves in whatever they want to improve in.

**Mentoring** is a dynamic, reciprocal, personal relationship in which a more experienced person (mentor) acts as a guide, role model, teacher and sponsor of a less experienced person.

# The Process of Transition



NOT GOOD, NOT BAD, JUST DIFFERENT!

Challenge TFGs

Emotional triggers

Perception is reality

Communication barriers

“Seek first to understand, then be understood”

Personality types

## How do you like to live your life? Which lifestyle do you prefer?

### J

Like to get things decided  
Scheduled and organised  
Enjoy decision-making and  
planning  
Dislike working under time  
pressure

### P

Like to keep options open  
Spontaneous and adaptable  
Enjoy the process, no  
decision before its time  
Energised by last minute  
time pressures

## THE PROCESS

Agree boundaries and contractual  
agreements

Undertake mentoring

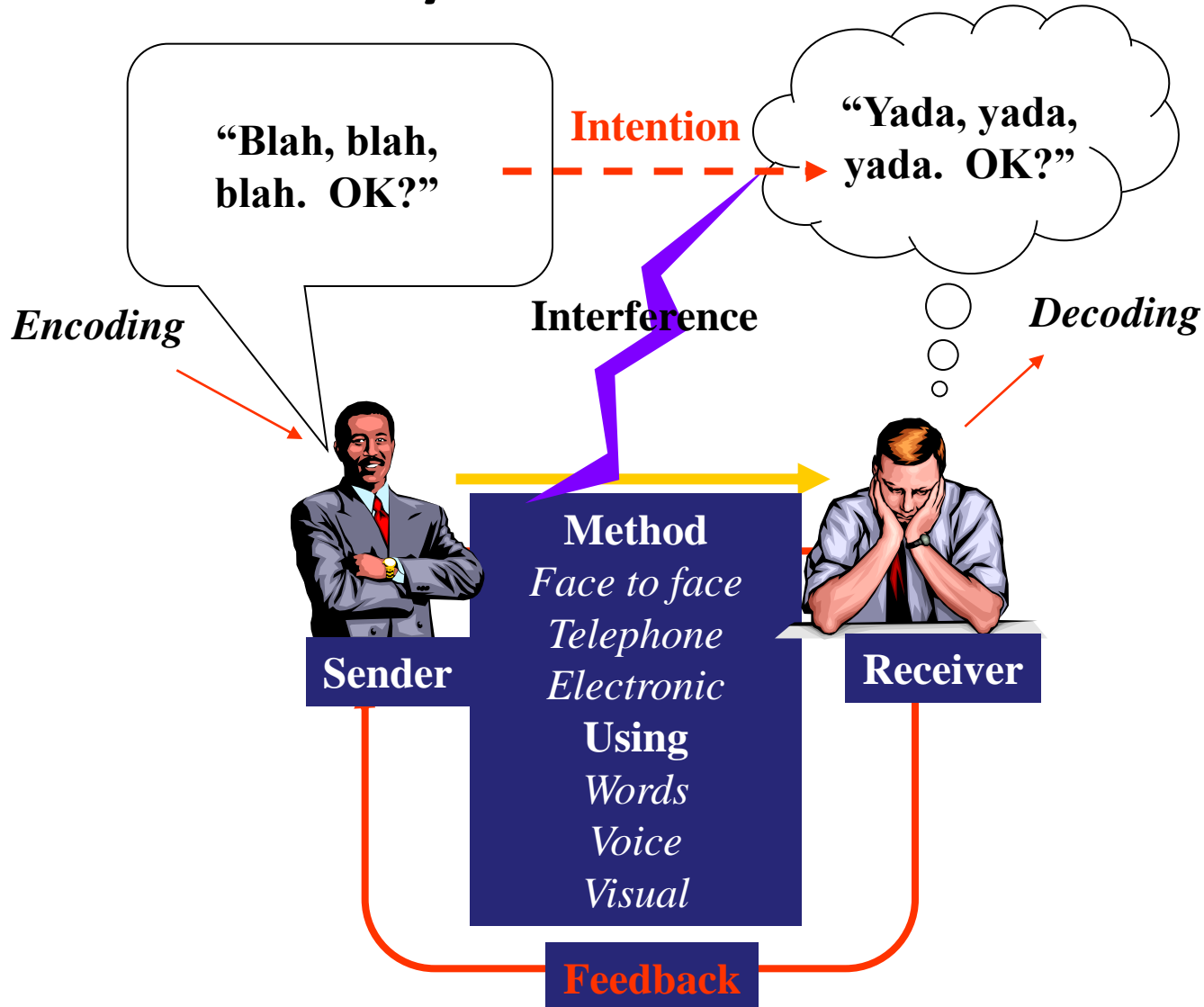
Note taking

Records of meetings

Action plans

# Is it just me?

## Two way communication



# Our Verbal Behaviors

Believing a message and trusting the sender depends

- 7% on the Verbal = Words
- 38% on the Voice = Tone
- 55% on the Visual = Body Language

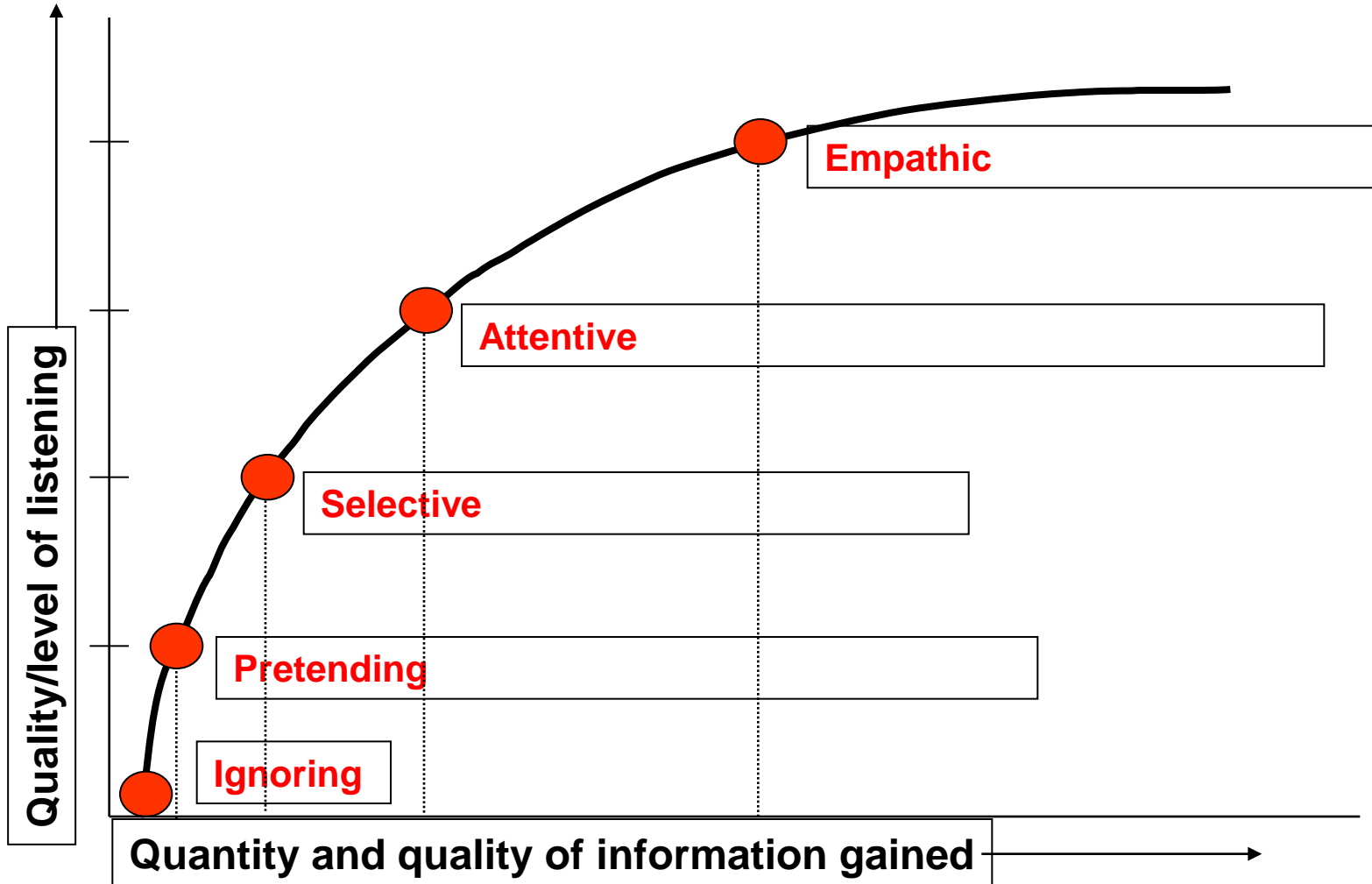
On a conscious level

Face-to-face- words, tone, body language

Telephone - words and tone

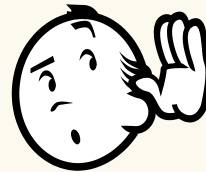
Written - words

# Listening Levels



# COMMUNICATION

Listening – pardon?



Questioning?



Observing



# Active Listening

## Verbal

- Encouraging words
- Clarifying
- Paraphrasing
- Summarising
- Reflecting emotion
- Encouraging questions
- Voice matching

## Non verbal

- Open, alert posture
- Face the speaker
- Good eye contact
- Encouraging gestures
- Calm expression
- Smooth movements
- Mirroring and pacing

# Open Questions

Open-ended

Invite exploration

Encourage participation & involvement

Require an expansive response

Provide information

“I kept six honest serving men,  
they taught me all I knew.

Their names are **What** and **Why** and **When** and **How** and  
**Where** and **Who**”

Rudyard Kipling

# Closed Questions

Invite a yes or no, or brief response,  
or a choice

Useful for getting confirmation, agreements and decisions

Include words such as

Will	Should
Did	Would
Can	Which
Are	Is

**“Open for information,  
Closed for decisions”**

FEATURE FILMS ARE THE  
RESULT OF YEARS OF  
SCIENTIFIC STUDY COMBINED  
WITH THE EXPERIENCE OF  
YEARS

I cdnuolt blveiee taht I cluod aulacly uesdnatnrd waht I was rdgnieg The phaonmneal pweor of the hmuan mnid Aodccrnig to a rscheearch at Cmabrigde Uinervtisy, it dnsoe't mtttaer in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the hmuan mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Azmanig huh?

‘When dealing with people, remember we are not dealing with creatures of logic. We are dealing with creatures of emotion, creatures bristling with prejudices, and motivated by pride and vanity’ *Dale Carnegie*

‘There are no problems that we cannot solve together and very few that we can solve by ourselves’ *Lyndon B Johnson*

# MENTOR TRIOS

The purpose of this exercise is :

To practice empathy, active listening, problem solving

To get some practice in giving constructive feedback

To give you the opportunity to gain some constructive feedback

To give you an opportunity to practice what we have covered today in a fairly safe environment to embed some of the key points.

In threes, one will act as mentor, and one will act as observer, and one will present a real issue for discussion. You will have 20 minutes to discuss the issue, and then 5 minutes for the observer to give feedback. You will then swop roles so all play each.