

MODULE 5

Coaching and Mentoring

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Workshop Module	Workshop Objectives	Activities and resources	Resources
Module 5 Coaching and Mentoring	Participants will - <ul style="list-style-type: none"> - Understand the difference between coaching and mentoring - Identify the skills and qualities required to be a coach and/or mentor - Develop a coaching model which they can practise and use - Appreciate when to use coaching or mentoring 	<p>Pre-sessional task - participants will read the article called "Pre-sessional task."</p> <p>Introduction Facilitator to explain the objectives of the session (5 minutes)</p> <p>Facilitator to invite participants to write the questions they want answering on post-its and put them on the flip chart. Questions are grouped by type. Facilitator returns to the questions and answers them throughout the day.</p> <p>What is coaching and mentoring? Facilitator asks participants to work in pairs to arrange the descriptions of the principles on page 2 by priority. This should begin a discussion about what coaching and mentoring is... (This is called a Diamond Nine exercise).</p>	<p>Objectives on PowerPoint or written on flip chart.</p> <p>Post-It notes</p> <p>Page 2 of CUREE framework, descriptors cut up individually.</p>
	Participants will - <ul style="list-style-type: none"> - Understand the difference between coaching and mentoring - Identify the skills and qualities required to be a coach and/or mentor - Develop a coaching model which they can practice and use - Appreciate when to use coaching or mentoring 	<p>Development 1</p> <p>What are the skills required for coaching and mentoring?</p> <p>Facilitator will share a number of definitions of coaching and mentoring. Participants will work as 2 groups. Group A will use the definitions to begin to identify the skills of coaching, whilst Group B will use the definitions to begin to identify the skills of mentoring.</p> <p>Participants will check their responses against the first 2 columns "Mentors" and "Specialist Coaches" on page 4 of the CUREE framework and present their findings to each other.</p>	<p>Facilitator to offer C and M definitions sheet.</p> <p>Facilitator to offer copies of page 4 of the CUREE framework</p> <p>Flipchart and pens available for presentation.</p>

	<p>Participants will -</p> <ul style="list-style-type: none"> - Understand the difference between coaching and mentoring - Identify the skills and qualities required to be a coach and/or mentor - Develop a coaching model which they can practise and use - Appreciate when to use coaching or mentoring 	<p>Development 2</p> <p>Facilitator refers to pre-sessional reading which introduces the GROW model, talking through the 4 parts of the model.</p> <p>Show video clip example of poor coaching - partners should attempt to identify YouTube clip in own language.</p> <p>Participants work as full group to agree protocols for using the GROW model. Confidentiality, professionalism etc etc...</p> <p>In threes, participants identify a range of questions which would support learning in all 4 parts of the GROW model.</p> <p>Show video clip example of high quality coaching as produced by Carmel College, UK.</p> <p>In groups of 3, each person has an opportunity to be coached, to be the coach and to observe and offer feedback. Each person needs at least 15 minutes to try out each role - and time needs to be built in to offer feedback. This part may take up to 1 hour. The facilitator might listen to the groups, prompt with some helpful questions or simply keep time.</p> <p>Invite all participants to talk about what they have experienced/learnt by the activity.</p>	<p>Additional copies of pre-sessional reading.</p> <p>YouTube clip, internet access</p> <p>Facilitator to record on flip chart.</p> <p>Facilitator to record on flip chart.</p> <p>YouTube clip, internet access</p> <p>Some groups might welcome scenarios to begin with, others may be able to identify and issue for themselves. Provide copies of Coaching Scenarios.</p>

	<p>Participants will -</p> <ul style="list-style-type: none"> - Understand the difference between coaching and mentoring - Identify the skills and qualities required to be a coach and/or mentor - Develop a coaching model which they can practise and use - Appreciate when to use coaching or mentoring 	<p>Plenary</p> <p>Activity 1 Whole group share cards of features of coaching and mentoring. Participants position these on a Venn diagram of 3 connecting circles on a flip chart. The 3 circles are labelled trainee/new teacher, coach and mentor and participants put the cards where they fit best. Can add features they think are missing on blank cards. Explain why they have placed them in certain places.</p> <p>Activity 2 Whole group watches YouTube clip which provides summary of the GROW model of coaching.</p> <p>Activity 3 Commitment to action / post-session task. All participant agree to practice the GROW model with a colleague before the final session of the programme.</p>	<p>Venn diagram cards, (cut up individually), additional blank cards, blu-tak, flip chart paper.</p> <p><u>LINK</u> to video</p> <p>Participants leave with a full copy of the CUREE framework.</p>
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Trainee to Trained Teacher

Module 5 – Coaching and Mentoring



Erasmus+



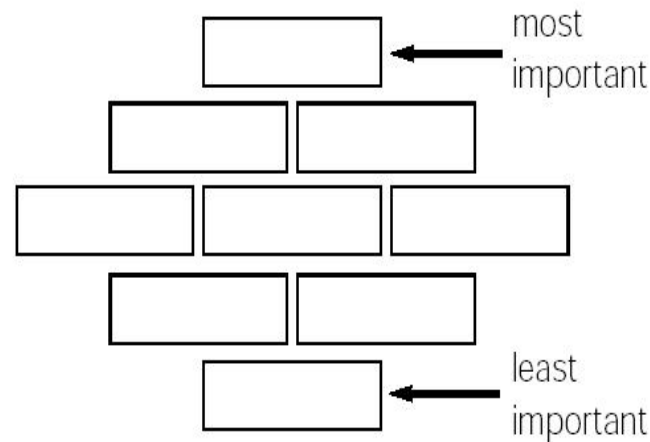
Objectives

- Participants will -
- Understand the difference between coaching and mentoring
- Identify the skills and qualities required to be a coach and/or mentor
- Develop a coaching model which they can practise and use
- Appreciate when to use coaching or mentoring



Diamond 9 activity

- In pairs, sort the cards by priority, into a Diamond 9.
Do all pairs agree? If not, why not?

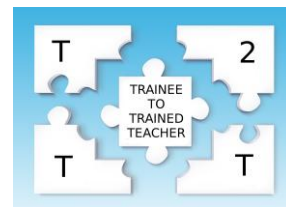


Coaching and Mentoring – what's the difference?

One group to identify skills for coaching

One group to identify skills for mentoring

Compare with page 4 of the framework document and discuss in groups



GROW – the coaching model

- Remind participants of pre-session task and add own questions.
- What are our protocols for how we will work?
- Video clip – poor quality coaching.
- Video clip of high quality coaching.



Coaching session

- In groups of 3, each person has an opportunity to be coached, to be the coach and to observe and offer feedback.
- Each person needs at least 15 minutes to try out each role - and time needs to be built in to offer feedback. This part may take up to 1 hour. The facilitator might listen to the groups, prompt with some helpful questions or simply keep time.
- Invite all participants to talk about what they have experienced/learnt by the activity.



Plenary

- Share cards of features of coaching and mentoring.
- Participants position these on a Venn diagram of 3 connecting circles on a flip chart. The 3 circles are labelled trainee/new teacher, coach and mentor. Participants put the cards where they fit best. They can add features they think are missing on blank cards.
- Explain why they have placed them in certain places.
- <https://www.youtube.com/watch?v=xNLRo3jWPcg>



GROW

What is it?

- World's best known coaching model, developed in 1980s
- Based on asking questions and a facilitative approach and therefore can be used with many different kinds of problems
- Used by thousands of companies, institutions and individuals
- Coaches need good interpersonal skills to offer effective support

Goal stage

This part clarifies the desired result from the session and provides longer-term understanding of the aims and aspirations.

- This is where you identify what the trainee/new teacher wants to achieve. You might ask, "What do you want to achieve as a result of this coaching session?" or "What will make you feel this time has been well spent?"
- The goal should be in a SMART format: Specific, Measurable, Achievable, Relevant and Time specific. You might ask, "What will this look like in your ideal world?" or "What will it look like when the situation is fixed/mended?"
- The goal for the trainee/new teacher should be challenging but not impossible. If it is, break it down into sections. You might ask, "What is important to you right now?" or "What areas do you want to work on first?"

Reality stage

This part assesses the current situation and identifies what has been done so far

- This is the stage where you work out where the trainee/new teacher is in relation to their goal. It is just where the trainee/teacher is now. You might ask, "Where are you now in relation to your goal?" or "On a scale of 1 -10 where are you?" or "What progress have you made so far?"
- The reality stage would also determine what the trainee/new teacher might need to achieve in order to reach their goal. You might ask, "What is required of you?"

- At this stage you can consider the skills, knowledge and resources that the trainee/new teacher has available in reaching their goal. You might ask, “What skills/knowledge/attributes do you have that will help you to achieve your goal?”
- You can also ask the trainee/new teacher to reflect on how s/he has achieved goals before. You might ask, “What has contributed to your success so far?” or “What is working well right now?”

Options

This stage outlines possibilities and strategies for moving forward.

- At this stage, you can help the trainee/new teacher to consider a wide range of creative options. You could ask, “If anything was possible what would you do?” or say, “Give me 3 options you might consider.”
- You can help the trainee/new teacher to think about how s/he has solved similar problems before. You could ask, “How have you tackled this/ a similar situation before?”
- The trainee / new teacher may need to be challenged to think differently. You might ask, “What could you do differently?” or “What else?”
- Asking the trainee/new teacher to identify others who may be able to help will often produce options. You could ask, “Who do you know who has encountered a similar situation?”

Way Forward

This stage creates a plan of action and agrees the commitment required to reach goals set.

- If the trainee / new teacher is to progress there must be a “commitment to action” to move him/her towards their goal. You could ask, “Which options work best for you?” or “On a scale of 1 -10 how committed /motivated are you to doing it?”
- If the process is quite lengthy, you might break the actions into small-steps. You might ask, “What one small step are you going to take now?”

- Check what support the trainee / new teacher needs. You might ask, “Who will help you?”
- Check the trainee / new teacher has thought the consequences of their actions. You could ask, “How will you know you have been successful?”
- Agree the action list with the client with each action in a SMART format. You could ask, “What actions will you take first?” or “When are you going to start?”

Further reading

- Brown, Saul W; Grant, Anthony M (March 2010). "From GROW to GROUP: theoretical issues and a practical model for group coaching in organisations" (PDF). *Coaching: An International Journal of Theory, Research & Practice* 3 (1): 30–45. doi:10.1080/17521880903559697.
- Grant, Anthony M (September 2012). "An integrated model of goal-focused coaching: an evidence-based framework for teaching and practice" (PDF). *International Coaching Psychology Review* 7 (2): 146–165.
- Ives, Yossi; Cox, Elaine (2012). *Goal-focused coaching: theory and practice*. New York: Routledge. ISBN 9780415808958. OCLC 741542041.
- Kegan, Robert; Congleton, Christina; David, Susan A (2013). "The goals behind the goals: pursuing adult development in the coaching enterprise". In David, Susan A; Clutterbuck, David; Megginson, David. *Beyond goals: effective strategies for coaching and mentoring*. Farnham, Surrey: Gower Publishing Limited. pp. 229–244. ISBN 9781409418511. OCLC 828416668.
- Stoltzfus, Tony (2008). "The GROW model". *Coaching questions: a coach's guide to powerful asking skills*. Virginia Beach, VA: Tony Stoltzfus. pp. 28–29. ISBN 9780979416361. OCLC 294952637.

Mentoring and Coaching CPD Capacity Building Project

National Framework for Mentoring and Coaching

Contents:

Principles of Mentoring and Coaching

Mentoring and Coaching: Core Concepts

Skills for Mentoring and Coaching

Mentoring and Coaching: A Comparison

Principles of mentoring and coaching

The DfES recognises that the ways mentoring and coaching are used depend on the context. There is no intention to impose a uniform model. These ten principles, based on evidence from research and consultation, are recommended to inform mentoring and coaching programmes in schools and to help increase the impact of continuing professional development on student learning.

Effective mentoring and coaching involves:

a learning conversation

structured professional dialogue, rooted in evidence from the professional learner's practice, which articulates existing beliefs and practices to enable reflection on them

setting challenging and personal goals

identifying goals that build on what learners know and can do already, but could not yet achieve alone, whilst attending to both school and individual priorities

a thoughtful relationship

developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning

understanding why different approaches work

developing understanding of the theory that underpins new practice so it can be interpreted and adapted for different contexts

a learning agreement

establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability

acknowledging the benefits to the mentors and coaches

recognising and making use of the professional learning that mentors and coaches gain from the opportunity to mentor or coach

combining support from fellow professional learners and specialists

collaborating with colleagues to sustain commitment to learning and relate new approaches to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice

experimenting and observing

creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out direct evidence from practice

growing self direction

an evolving process in which the learner takes increasing responsibility for their professional development as skills, knowledge and self awareness increase

using resources effectively

making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis

Core concepts

Mentoring is a structured, sustained process for supporting professional learners through significant career transitions.

Specialist Coaching is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.

Collaborative (Co-) Coaching is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.

WHY?

Mentoring for Induction is used to support professional learners on joining a new school. For Newly Qualified Teachers this will also include induction into the profession as a whole.

Mentoring for Progression is used to support professional learners to respond to the demands of the new role, to understand the responsibilities it brings and the values it implies.

Mentoring for Challenge is used to enable professional learners to address significant issues that may inhibit progress.

Specialist coaching is used by schools and teachers to:

- review and refine established practice
- develop and extend teaching and learning repertoire
- introduce and experiment with alternative teaching and learning strategies
- support the development, across a department or a school, of a culture of openness e.g. mutual support for and critique of professional practice.

Co-coaching is used by schools and teachers 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 or a school, of a culture of openness e.g. mutual support for 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 the 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 the basis of appropriate knowledge of the needs and working context of the professional learner.

A professional learner 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 professional learner. They enable professional learners to take control of their own learning through non-judgemental questioning and support. The coach might be from the same institution or from elsewhere (e.g. a university). Coaches are usually chosen by professional learners themselves.

A professional learner is someone tackling a specific teaching and learning or leadership challenge who seeks out or is offered coaching.

Co-coaches are professional learners committed to reciprocal learning and to providing non-judgemental 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 professional learner, usually alternately. Co-coaching partners are mostly self selecting.

WHAT?

Mentoring involves activities which promote and enhance effective transitions between professional roles, including:

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

Specialist coaching involves activities which promote and enhance the development of a specific aspect of teaching and learning or leadership practice, including:

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

Co-coaching involves activities which promote and enhance reflective practice including:

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

WHERE?

Mentoring usually takes place in the professional learner's school, in the work place and in quiet spaces that allow confidential reflection. For teachers, especially trainee teachers, it also takes place in other people's classrooms to enable observation for learning.

Specialist coaching usually takes place in the professional learner'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 professional learners' 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 practitioner, 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 practitioner, at any stage in her/his career, following specialist inputs and whenever professional learners are seeking to review and enhance practice.

Skills for mentoring and coaching - mentors and coaches learn to:

Mentors

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **model expertise** in practice or through conversation
3. **relate guidance to evidence** from practice and research
4. **broker access to a range of opportunities** to address the different goals of the professional learner
5. **observe, analyse and reflect** upon professional practice and make this explicit
6. **provide information and feedback** that enables learning from mistakes and success
7. **build a learner's control** over their professional learning
8. **use open questions** to raise awareness, explore beliefs, develop plans, understand consequences and explore and commit to solutions
9. **listen actively:**
 - accommodating and valuing silence
 - concentrating on what's actually being said
 - using affirming body language to signal attention
 - replaying what's been said using some of the same words to reinforce, value and reframe thinking
10. **relate practice to assessment** and accreditation frameworks

Specialist coaches

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **model expertise** in practice or through conversation
3. **facilitate access to research** and evidence to support the development of pedagogic practice
4. **tailor activities in partnership** with the professional learner
5. **observe, analyse and reflect** upon the professional learner's practice and make this explicit
6. **provide information** that enables learning from mistakes and success
7. **facilitate growing independence** in professional learning from the outset
8. **use open questions** to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions
9. **listen actively:**
 - accommodating and valuing silence
 - concentrating on what's actually being said
 - using affirming body language to signal attention
 - replaying what's been said using the same words to reinforce, value and develop thinking
10. **establish buffer zones** between coaching and other formal relationships

Co-coaches

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **draw on specialist resources** to inform learning
3. **draw on evidence** from research and practice to shape development
4. **understand the goals** of the co-coach
5. **observe, analyse and reflect** upon each other's practice, make this explicit and interpret it collaboratively
6. **provide information** that enables learning from mistakes and success
7. **learn reciprocally** with commitment and integrity
8. **use open questions** to raise awareness, reveal beliefs and enable professional learners to reflect upon them
9. **listen actively:**
 - accommodating and valuing silence
 - concentrating on what's actually being said
 - using attentive body language to signal attention
 - replaying what's been said using some of the same words to check meaning and/or value thinking
10. **set aside existing relationships** based on experience, hierarchy, power or friendship

Professional learners develop their ability to:

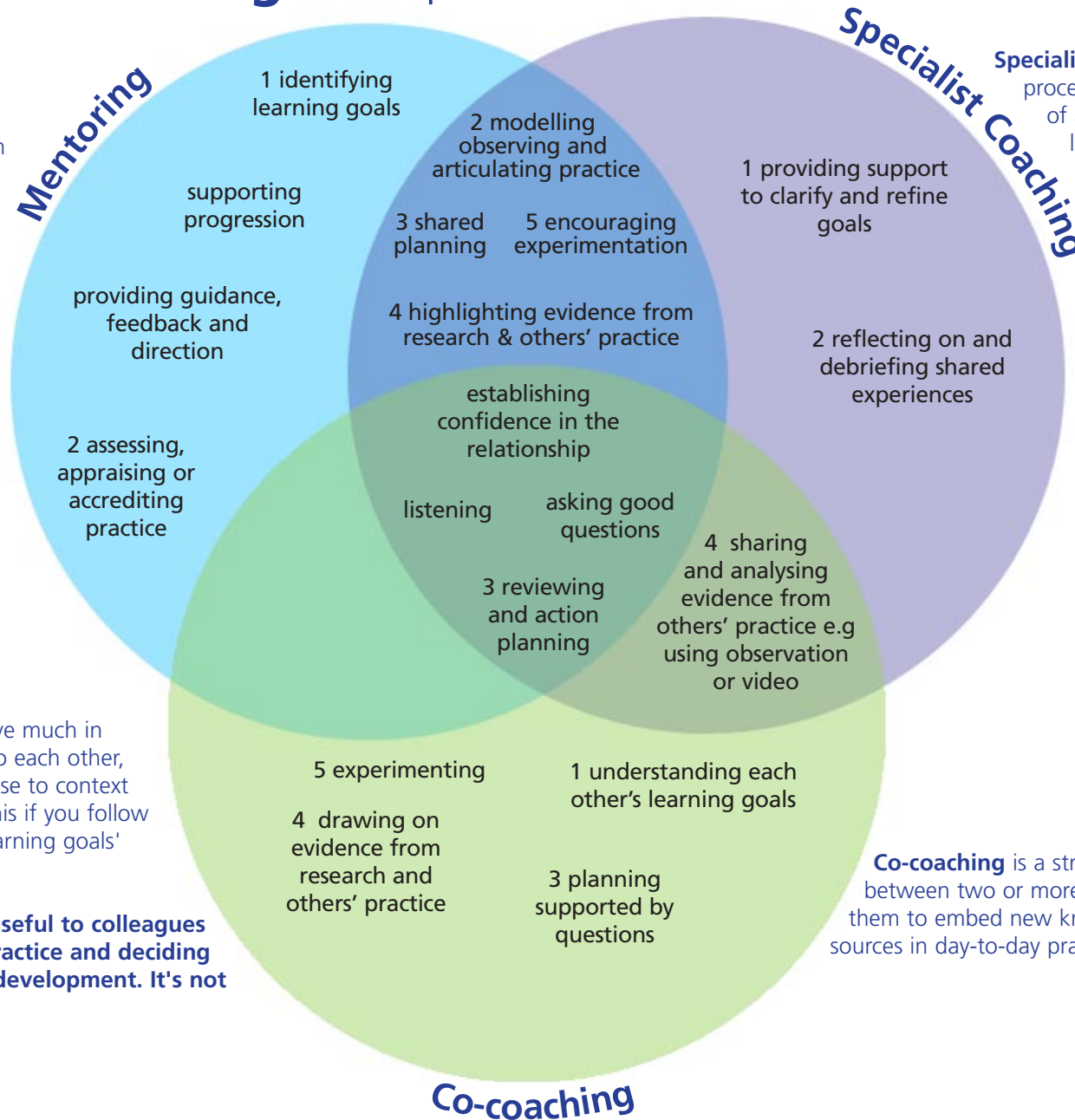
- **respond proactively to modelled expertise** to acquire and adapt new knowledge
- **respond positively to questions** and suggestions from the mentor
- **take an increasingly active role** in constructing their own learning programme
- **observe, analyse and reflect** upon their own and the mentor's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

- **respond proactively to specialist expertise** to acquire and adapt new knowledge
- **discuss practice and core concepts** professionally with the coach
- **understand their own learning needs** and goals and develop strategies that respond to these through dialogue with their specialist coach
- **observe, analyse and reflect** upon their own and the coach's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

- **seek out specialist expertise** and respond proactively to it to acquire and adapt new knowledge
- **discuss practice and core concepts** in professional dialogue with the co-coach
- **understand their own learning needs** and goals and develop strategies that respond to these through dialogue with their co-coach
- **observe, analyse and reflect** upon their own and the coach's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

Mentoring & Coaching: a comparison

Mentoring is a structured process for supporting professional learners through significant career transitions.



Specialist coaching is a structured process for enabling the development of a specific aspect of a professional learner's practice.

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.

Co-coaching is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.

DEFINITIONS

of Coaching and Mentoring

Coaching is a structured, sustained process to enable

- a) the development of a specific aspect of a professional learner's practice and
- b) the embedding of new knowledge and skills from specialist sources in day-to-day practice.

Coaches need not have first-hand experience of the coachee's line of work.

Line managers can use coaching techniques successfully in the management and development of trainees / new teachers.

Coaches will ask 'powerful' questions and not offer or give advice.

Mentoring is a structured, sustained process for supporting professional learners through significant career transitions.

Mentoring is customarily a planned pairing of a more skilled or experienced person (usually in the same field of work) with a less experienced person.

Ideally mentors have no line management relationship to the mentee.

Mentors will often provide direction and advice and should 'open organisational doors' for mentees.

Mentoring involves helping mentees to develop their career, skills and expertise often drawing upon the experiences of the mentor in the process.

NB Both roles provide a neutral 'sounding board', assure total confidentiality, and have no agenda other than assisting their mentees in their development and to reach their goals.

COACHING SCENARIOS

Trainee A has just started in her first placement school and is struggling to manage the behaviour of a small group of children assigned to her. She has tried a number of different ways of trying to tell the pupils how they should behave, but not of these seem to work.

Trainee B is in the middle of his training and has just started in his second placement school. Most of the children enjoy his lessons but he is concerned that a number of SEN pupils seem disinterested.

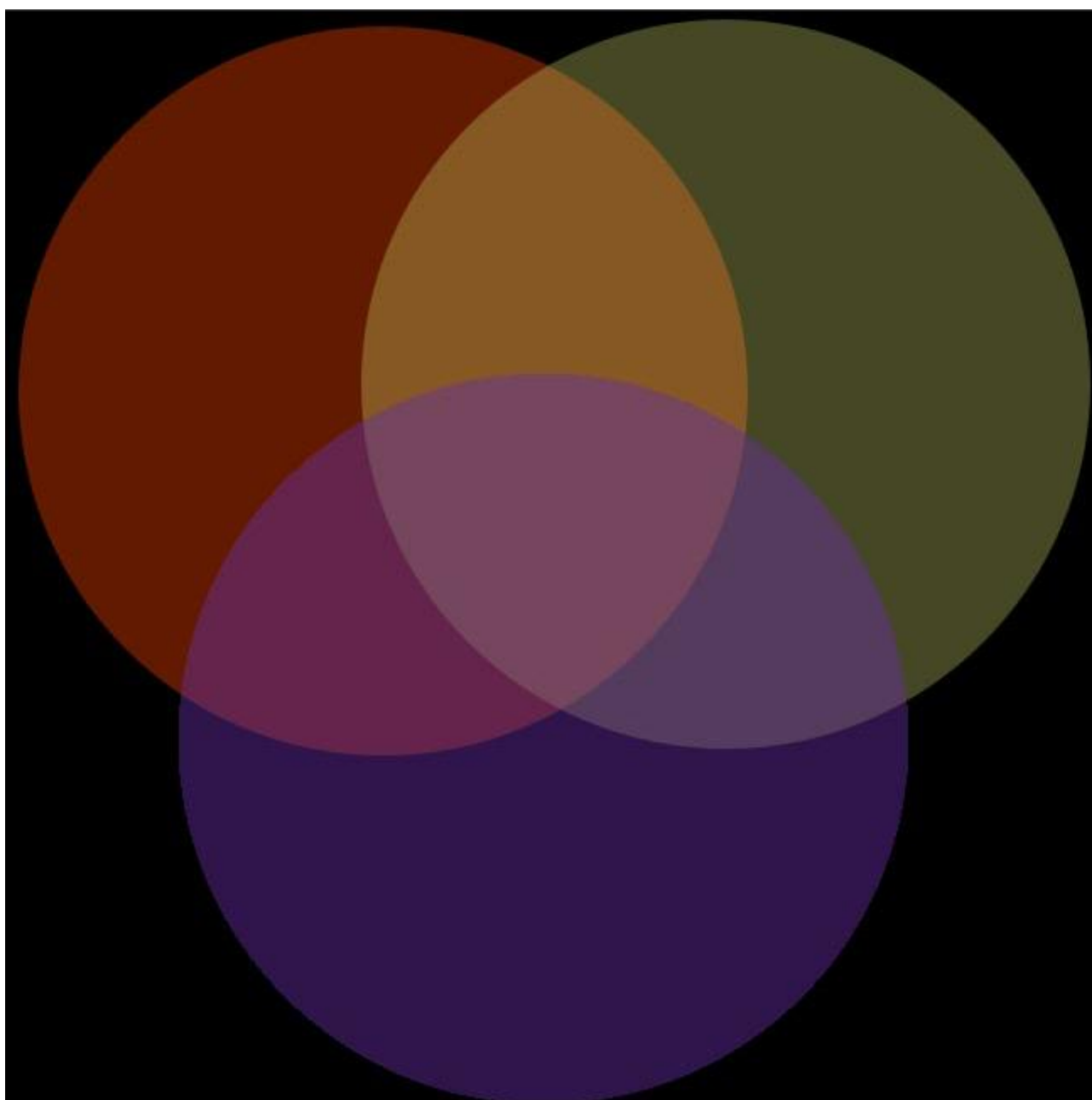
Trainee C is towards the end of his training and wants to be an outstanding teacher by the end of it. Unfortunately, the progress of the pupils is not consistent. He is worried that this might restrict his job opportunities and professional development.

Teacher D has just started in a small rural school where there are classes of mixed age-groups. Before this, she used to work in a city school with a deprived intake of children. She is struggling to provide challenging lessons for the most able pupils.

Teacher E has always worked in schools where parents were very involved and were keen to help their children. In her new school, she is struggling with pupils who do not complete their homework, see little value in formal education. It seems to her that parents only come into school to complain!

Teacher F has taught in 3 schools now. He is concerned that he is unable to develop a relationship with one of his classes. A group of girls appear to dislike him and have started posting negative comments on social media.

VENN DIAGRAM



identifying learning goals
supporting progression
providing guidance, feedback and direction
modelling observing and articulating practice
experimenting
drawing on evidence from research and others' practice
understanding each other's learning goals
planning supported by questions
encouraging
providing support to clarify and refine goals
reflecting on and debriefing shared experiences
shared planning experimentation
highlighting evidence from research & others' practice
establishing confidence in the relationship
asking good questions
listening
reviewing and action planning
sharing and analysing evidence from others' practice e.g using observation or video



Please would you complete this questionnaire to enable us to assess the quality of the training and to improve the draft resources. For the question with a scale, please put a cross X on the number that suits you.
Remember that 1 is low and 6 is high.

I am...			
Male	<input type="checkbox"/>	Female	<input type="checkbox"/>

Name _____

Organisation & Country _____

My role is...	
Trainee Teacher	<input type="checkbox"/>
Newly Qualified Teacher	<input type="checkbox"/>
Fully Qualified Teacher	<input type="checkbox"/>
Other – please specify	<input type="checkbox"/>

	Comments
Were you satisfied with the organisation and pre-event information/communication?	
Were you satisfied with the relevance of the workshop in relation to your professional activity?	
Were your expectations of the workshop addressed?	
Were you actively participating in the workshop?	

Following the workshop, how do you assess your understanding in the following areas?

Part 1 – What is Coaching and Mentoring?

	1	2	3	4	5	6	Comments
I understand the difference between Coaching and Mentoring of trainees and NQTs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I understand why there is a need for Coaching and Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I feel able to name and understand the main principles behind Coaching and Mentoring							

Any comments about the resources provided to support your enquiry?


Part 2 – What are the skills required for coaching and mentoring?

Following the workshop, how do you assess your understanding in the following areas?

	1	2	3	4	5	6	Comments
I can identify different skills of coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can identify different skills of mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I feel more confident in my possession of skills for coaching and mentoring or at least I know what to pursue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Any comments about the resources or activities used in this module?

Part 3 – Developing a coaching model

Following the workshop, how do you assess your understanding in the following areas?

	1	2	3	4	5	6	Comments
I understand what the GROW model is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can identify protocols to be used for the GROW model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I am confident I can coach a less experienced colleague in need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I appreciate when to use coaching or mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Any comments about the resources or activities used in this module?

Any other comment about the workshop you wish to add:

Many thanks for taking time to complete this form.