

European Mentoring and Coaching

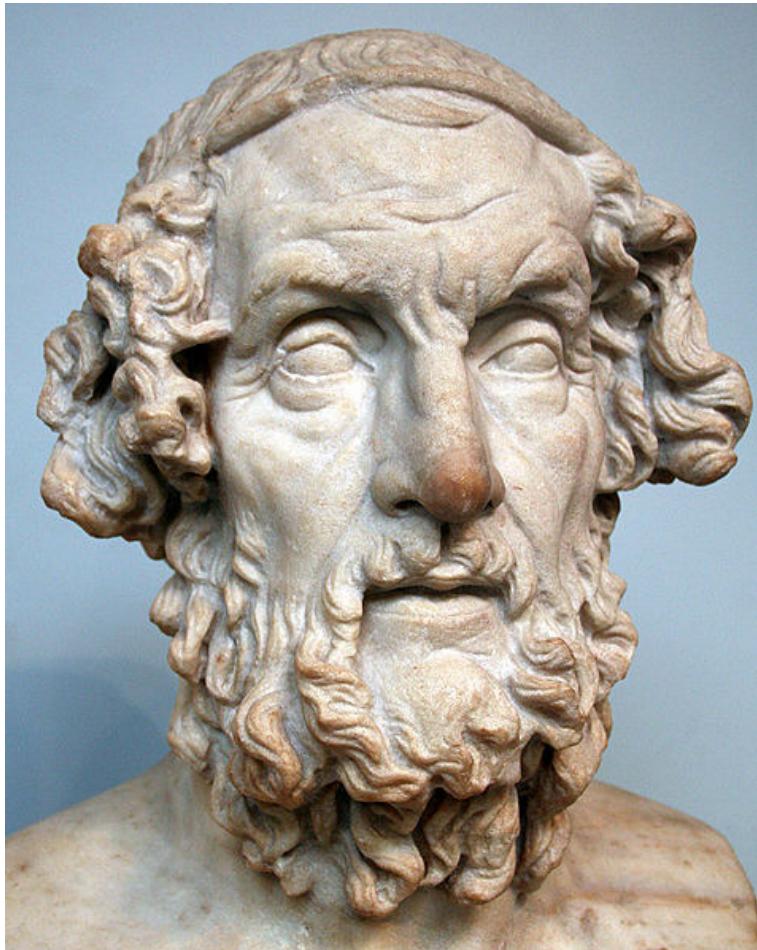
David Clutterbuck

&

David Megginson

A history of mentoring

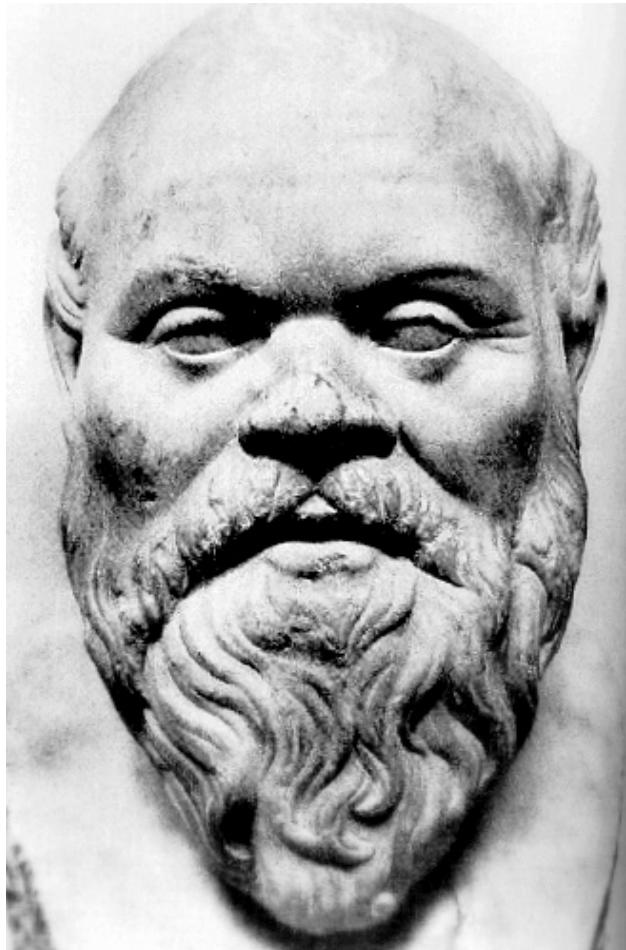
Homer – 1184? 1250? BC



- The Odyssey
- Mentor and Telemachus
- Athene



Socrates 470-399 BC



- Dialogue and questions
- Some modern writers say coaching is Socratic dialogue

The younger brother- The arrival of coaching

- Arose from sport coaching
- Researched by coaches themselves
- Started as focused on performance
- Becoming focused on the relationship
- Contested space for psychologists, retired executives and educators

What does it take to be a great coach?

Manchester Guardian (1885)

Daily News (1889)



Rowing (unsporting)

Diversity mentoring

Diversity mentoring is a process of open dialogue that aims to achieve both individual and organisational - and even societal change - through shared understanding and suspending judgement within a relationship of mutual learning.

From equal opportunities to leveraging difference

Equal opportunities	Diversity management	Leveraging difference
<ul style="list-style-type: none">• Issue (problem) focused• Tactical emphasis• Focused on a small number of defined groups• An HR issue• “Hard” targets (get the numbers)• About enforcing the distribution of power, privilege and advantage• Driven by legislation	<ul style="list-style-type: none">• Opportunity focused• Strategic emphasis• Aimed at everyone• Issue owned by everyone• Changing thinking and behaviours to change the culture• About increasing collaborative endeavour and sharing• Driven by organisational need	<ul style="list-style-type: none">• Individual focused• Tactical and strategic• A wider definition of talent• Valuing difference in all its forms• About the quality of conversations between employees and the organisation• Driven by alignment between individual and organisational needs

Difference

“The real challenge [in diversity] is not to have lots of black, female and gay profit-obsessed, Starbucks-sipping workaholics; it is to embrace diverse world views, philosophies of life and work, mental architectures and value systems. Otherwise diversity will be all surface and no depth.”

Richard Reeves, arguing in *Management Today* for a wider understanding of diversity (April 2004 p 29)

Diversity mentoring: Benefits to mentors

- Provides senior managers with personal understanding of diversity issues
- Opens dialogue across differences
- Allows input to achieving diversity/equal opportunity management targets
- Helps the mentor see issues from more than one perspective (so better decisions are made)
- Brings stereotypes and micro-discrimination into focus for the mentor
- Helps mentor recognise and manage intrinsic and extrinsic barriers to achievement
- Stimulates more effective and wider networking

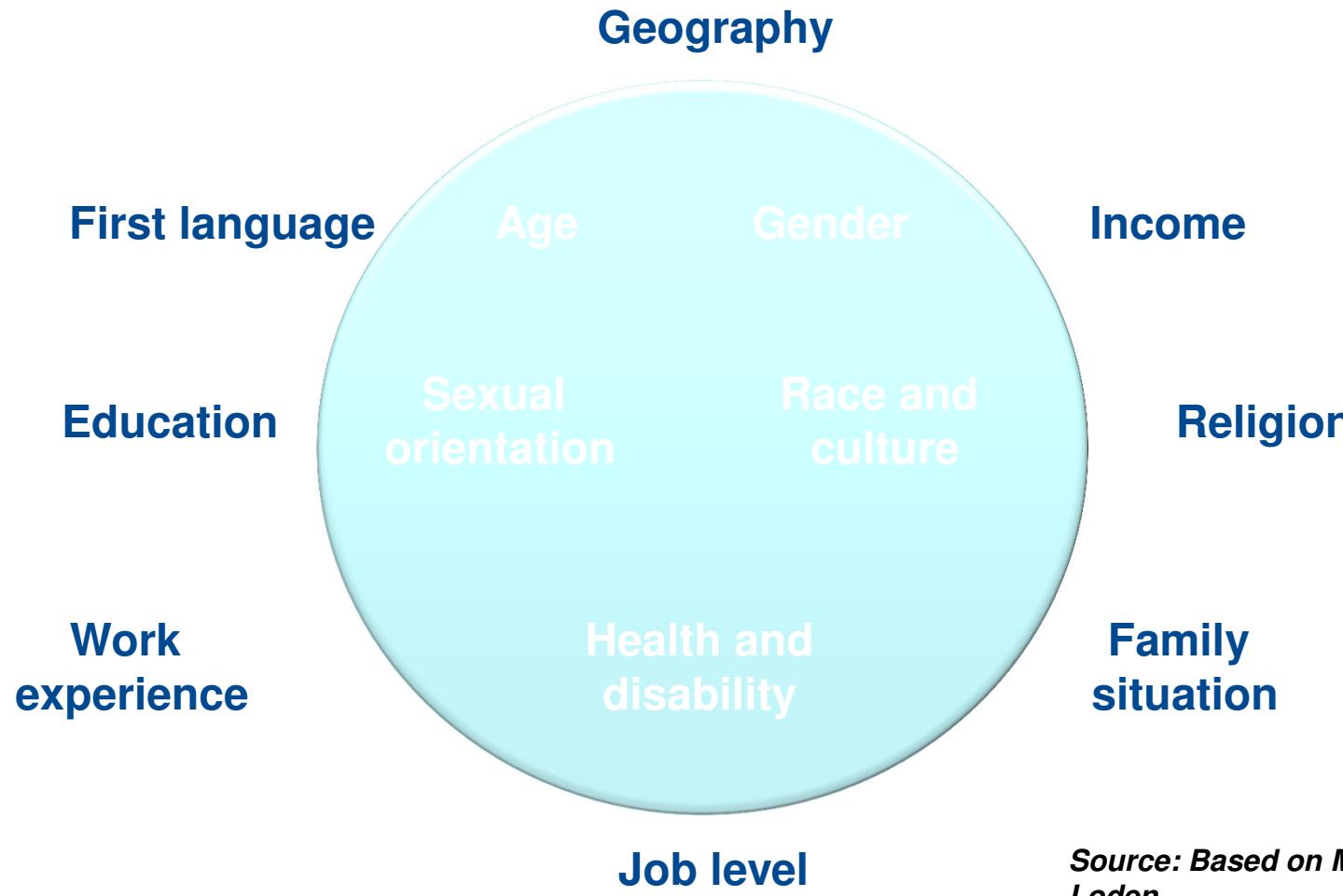
Diversity mentoring: Benefits to mentees

- Encourages mentee to set and work towards ambitious career goals, increasing their confidence
- Provides mentee BME employees with visibility and influence at senior levels
- ... and with insight into management thinking and organisational politics
- Encourages mentee to recognise their value and enhance their self confidence
- Stimulates more effective and wider networking

Diversity mentoring: Benefits to the organisation

- Helps the organisation identify and deal with institutional roadblocks
- Encourages reflective practice and greater openness in general across the organisation
- Helps broaden talent pool
- Improves team effectiveness – and innovation
- Builds trust between individuals and disciplines
- Helps build an open and diverse learning culture

Diversity dimensions



Source: Based on Marilyn Loden

Case studies in diversity mentoring

Mentoring to support disability

- Deafness
- Supporting disabled people into higher education
- Immigrant HIV sufferers seeking employment
- Dyslexia amongst local government workers
- Disabled entrepreneurs

Case studies in diversity mentoring

Gender and sexuality

- Women in engineering
- Women immigrants into employment
- Women entrepreneurs in developed and developing countries
- Women into leadership
- Women of colour into leadership
- Women into top academic roles
- Gay and lesbian professionals

Case studies in diversity mentoring

Race

- Young graduates entering mining in South Africa
- Student employment
- Diversity management in transport
- Health service leadership
- Access to university
- Immigrant/refugee schoolchildren
- Aboriginal employees into management
- Youth at risk in inner cities

What have we learned from our case studies

Some common issues:

- Managing boundaries
- Importance of training and continued support
- Context matters – the mentoring relationship can't do everything
- Role modelling is a two edged sword
- In diverse relationships, building trust takes even more time

What have we learned from our case studies

- Building self-esteem is both an issue and an outcome
- Role of development plans
- Communities of interest for mutual support
- Mixing group and 1-2-1 mentoring
- Learning for mentors
- Mentors have to learn how to be open to the mentees' culture and perspectives

Same race/gender versus difference

Issue	Same Group	Different Group
Perspective	More empathy	Wider perspective
Career outcomes	Less likely	More likely
Networks	Sharing same concerns	More influential
Power	Easier rapport	Insight into politics
Role modelling	Occurs more naturally	Promotes wider range of responses

Issues in the diversity mentoring conversation

- The hierarchy gap (“Speaking truth to power”)
- Political correctness (overcompensating)
- Same words/different meanings
- Avoiding exploring own feelings, attitudes and values
- Problem denial

The skills of diversity dialogue

- Swap from auto-pilot to manual control
- Managing stereotypes
- Permission to explore
- Fearless questions
- Analysing assumptions, behaviours and values
- Achieving clarity
- Valuing the insights that come from different perspectives
- Seek feedback
- Circles of advantage/disadvantage



Have courage
and expect
misunderstandin
gs

‘Insensitive’ statements

Mentor and mentee should not assume that an insensitive statement is malicious; it is more likely to be the result of ignorance – and hence an opportunity for learning.

Difference

“As a mentee, it doesn’t hurt my feelings if someone acknowledges the [racial] difference between us. In some ways I like those relationships better. It makes me feel more comfortable – we’re not dancing around the issues in some artificial way. What’s uncomfortable for me is when we have to pretend there isn’t a difference.”

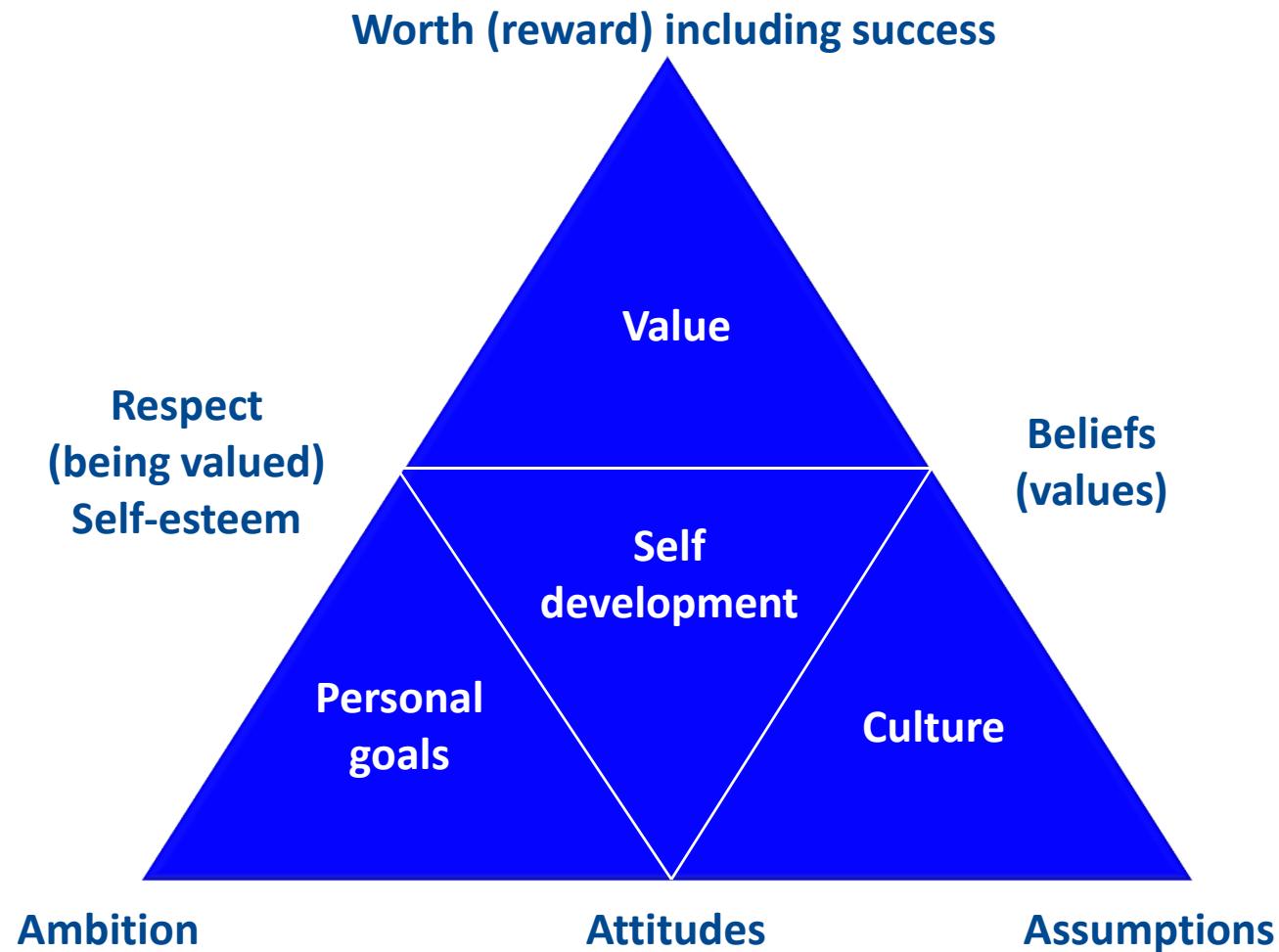
From Mentoring Across Differences, 2003 – report on mentoring in US law firms

Helping clients empower themselves

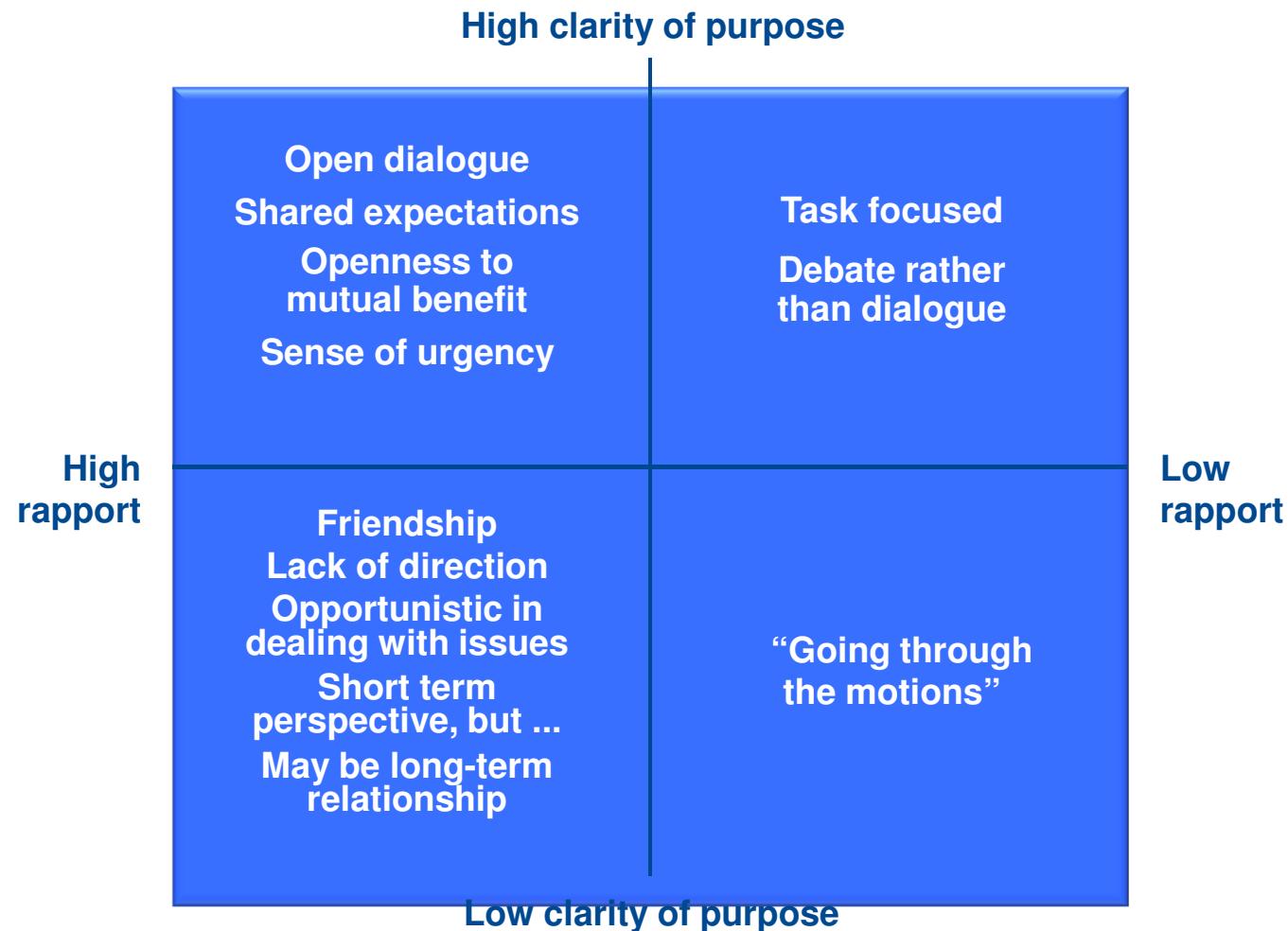
EXTERNAL What you are permitted	Influence of other people's perceptions and stereotypes	Restrictions imposed by context/authority
INTERNAL What you permit yourself	Influence of own perceptions and stereotypes	Restrictions imposed by personal capability

Personal Empowerment

Understanding the whole person



Clarity of purpose versus rapport



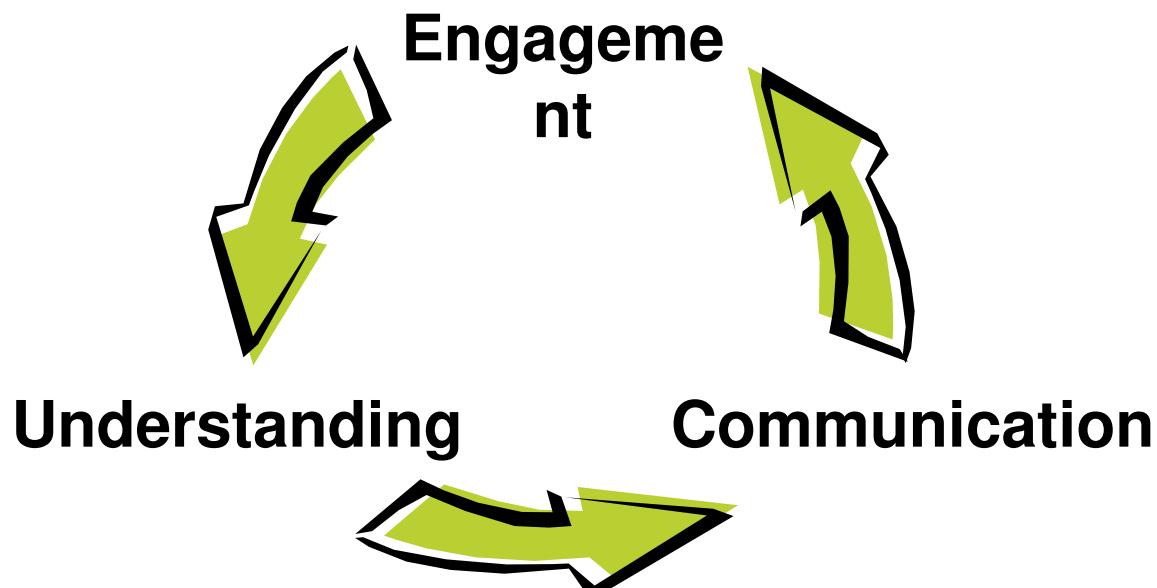
The diversity awareness ladder

Stage	The inner conversation	The outer conversation
1. Fear	What do I fear from this person? What do I fear learning about myself? What might I be avoiding admitting to myself?	What do we have in common? What concerns do you have about me and my intentions?
2. Wariness	What if I say the wrong thing? Is their expectation of me negative and/or stereotyped? How open and honest can I be with them?	How can we be more open with each other? How can we recognise and manage behaviours that make each other feel uncomfortable/unvalued?
3. Tolerance	What judgements am I making about this person and on what basis? What boundaries am I seeking/ applying in dealing with this person?	How can we exist/ work together without friction? How can we take blame out of our conversations?
4. Acceptance	Can I accept this person for who they are? Can I accept and work with the validity of their perspective, even if it's different from mine?	What values do you hold? How do you apply them? How can we make our collaboration active and purposeful?
5. Appreciation	What can I learn from this person? How could knowing them make a better/ more accomplished person?	What can we learn from each other? How will we learn from each other?

Cultural and diversity intelligence...

Both mentor and mentee need to be

- Motivated for intercultural/diversity engagement
- Ready for intercultural/diversity communication
- Open for intercultural/diversity understanding



A summary of good practice

- Don't assume diversity mentoring programme is the same as any other
- Design and measure from three perspectives: mentees, mentors, organisation
- Support participants throughout, with choice in how they are supported
- Make the mentoring relationship the hub of a wider supportive environment/community?
- Benchmark relationships that don't work against those that do and use this data to educate participants and improve the programme

Rol for stakeholders from mentoring

- Retention
- Improved communications
- Knowledge transfer
- Improved appraisal scores
- Greater engagement & job commitment
- Clarity for succession planning
- Individual outcomes: Career development, learning, enabling, emotional
- Team outcomes: How the mentee's team performs

Mega-trends in mentoring and coaching

- *Sponsors and providers*
- *The place of education*
- *Professionalisation and regulation*
 - *A developmental response*

Sponsors and providers

- How can sponsors and suppliers work better together?
- How do we do stakeholder engagement/strategy in organisations?
- How develop and manage internal coaches?
- What are we providing – individual coaching services or Creating a Coaching Culture?

Sponsor roles

- Coach broker
 - Recruiter of externals
 - Budget holder
 - Strategy development
 - Gatekeeper
 - Coach
 - Build capability
 - Set standards
 - Advocate
 - Fixer
 - Governance
 - Accountability for provision and for outputs
 - Enquirer with others with the same brief!
 - Either stand-alone coaching or part of leadership development
-
- So, what's the role of external coaches? And when you're working with sponsors do you know what roles they have?

The place of education

- Mentors
- Mentees
- Key stakeholders (e.g. line manager)
- Steering group
- Programme manager
- HRBPs

Professionalisation and regulation

- A developmental response
- The International Standards for Mentoring Programmes in Employment
- Individual Quality Award
- Standards for supervision

Goals in mentoring and coaching

- *Conventional view of the place of goals*
- *A critique of goals –*
 - *Narrow, shallow and trivial*
- *The way towards a better use of goals*

Conventional view of the place of goals

- Goals make a difference to performance and success
- Goals give purpose to conversations
- Goals suit individualistic Western man – and there are a lot of these about!
- Goal orientation meets clients' and sponsors' expectations'
 - Susan David, David Clutterbuck & David Megginson 2012 in press. *Beyond goals*. Aldershot, UK: Gower.

A critique of goals – Narrow, shallow and trivial

- Reductionism
- Narrowing focus
- Superficial issues
- Loss of present moment awareness
- Unconsidered routine
- Protecting the coach
- Emergent nature of goals
- Over-loaded with goals
- Undue pressure from goals
- Conflict in who sets goals
 - Susan David, David Clutterbuck & David Megginson 2012 in press.
Beyond goals. Aldershot, UK: Gower.

The way towards a better use of goals

- Managing client and sponsor expectations about goals
- Goal feasibility – is the goal genuinely achievable?
- Negotiating goals with the sponsor / client's boss
- How to keep the focus sufficiently broad and flexible, where needed
- How to feel comfortable in the coaching role, without specific goals to lean on
 - Susan David, David Clutterbuck & David Megginson 2012 in press. *Beyond goals*. Aldershot, UK: Gower.

Panel

- *Targeted learning in action*
- *Improving succession planning and leadership development*

Improving succession planning and leadership development

- Can we really identify talent?
- Can we really measure potential and performance?
- HR bling
- The four dialogues of talent management

Roles for mentors

- Getting to know talent better
- Focusing mentees' attention on internal opportunities
- Addressing diversity issues
- Influencing succession systems
- Managing reputation
- Portfolio mentoring
- Identifying less obvious career moves
- Developing networks
- Reflecting on identity, values and purpose
- Helping extract more from current role
- Managing unconscious, self-limiting biases

Techniques in mentoring and coaching

- *The place of techniques in our practice*
- *One model or many?*
- *Relational mentoring or coaching –*
 - *No techniques or deeper techniques?*

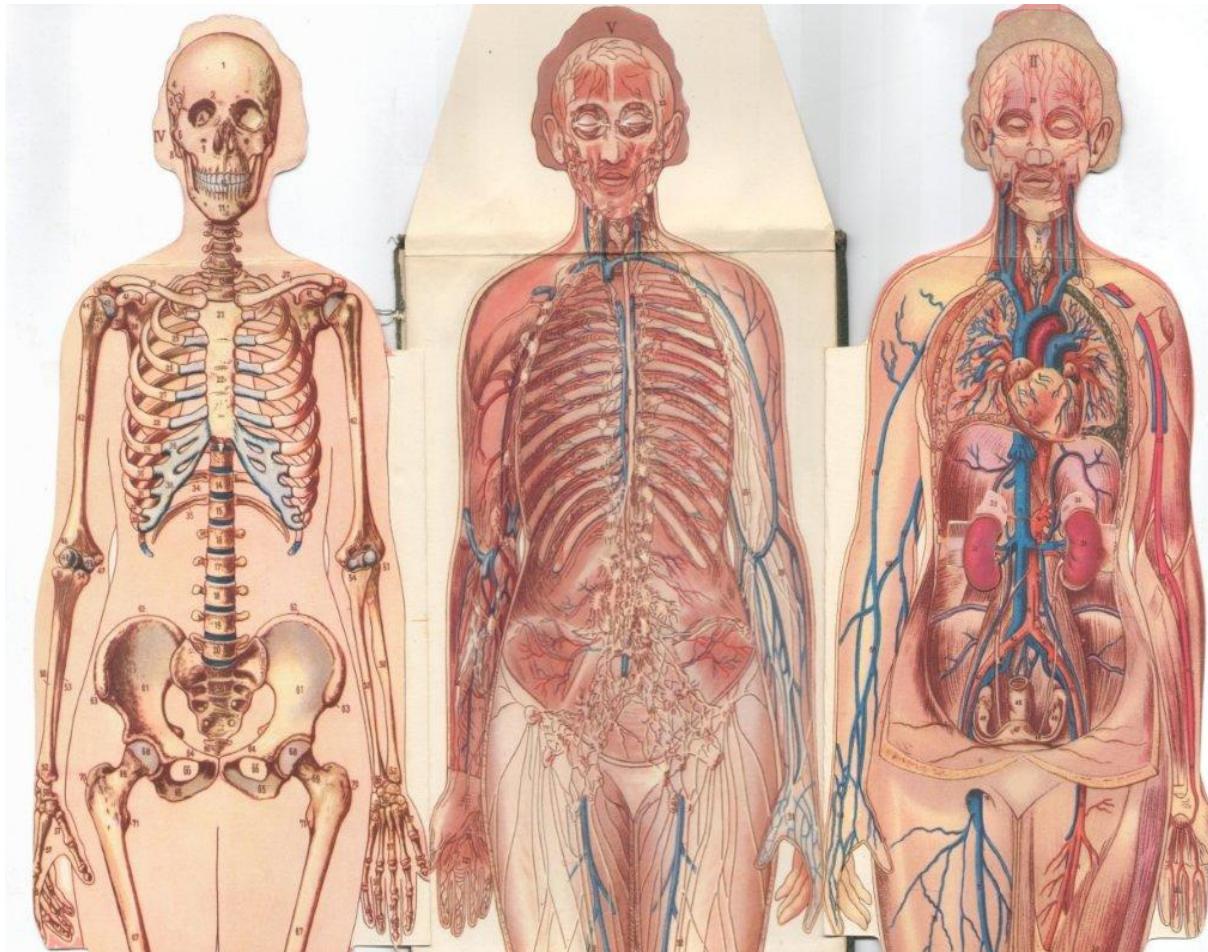
The place of techniques in our practice

- *A process to assist a mentee or coachee to address a specific purpose within a particular context as part of an ongoing development relationship*
 - David Megginson & David Clutterbuck 2005 *Techniques in Mentoring and Coaching*. Oxford, UK: Butterworth-Heinemann.
- Can be more specifically helpful
- Tool for addressing intractable situation and have a way of going on
- Reduce anxiety and increase peacefulness of mentor

How to use techniques well

- Use only what you know from the inside
 - practice first – if necessary on yourself
- Use them within a loose model of helping
- Have a lots so you are not a solution in search of a problem
- Make explicit the intention of the mentor in using the technique

One model or many?



GROW
Performance
Solutions focus
Developmental
Gestalt
Eclectic

Relational

Relational mentoring or coaching

- First, do no harm
- Have confidence
- Commit heart and soul to your approach
- Feed the hope of your client
- Consider the situation from coachee's position
- Work on the coaching relationship
- If you don't click, find a replacement coach
- Look after yourself – keep healthy
- Stay fresh and unbiased
- Don't worry about specific actions
 - E de Haan 2008 *Relational coaching*. Chichester, UK: Wiley

HR Management & the place of mentoring and coaching

- *Development without a budget*
- *The HR takeover –*
 - *A good thing? For whom?*
- *Is executive coaching encouraging executives to abdicate self development?*



Development without a budget

- What learning and development could we initiate if we had **no budget?**
- Would there be advantages in having no budget?
- What is the place of mentoring and coaching in a no budget development situation?

Is executive coaching encouraging executives to abdicate self development?

- Autonomy or dependency?
- Development from instrumental, to societal, to self-authoring, to self-transforming mind (Kegan)
- When is enough enough?



The HR takeover

- *What is happening?*
- HR managing relationships
- HR setting the context
- *A good thing?*
- Regulation and gatekeeping/Reduce exploitation
- *But* setting the agenda/extrinsic motives
- *For whom?*
- Helps uncertain and unskilled managers
- Inhibits independent and confident managers