

MENTORING AND COACHING

PRE-COURSE LEARNING



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1. Preface

Welcome to the pre-read document for your forthcoming mentoring and coaching training day and thank you for agreeing to be involved in this significant step for The Scout Association (TSA).

We hope you find this document useful whether you are already an experienced mentor or coach or if you just find yourself attracted to helping others in a more structured way.

Whatever your motivation, the information contained within this paper is essential pre-reading for participants on their mentoring and coaching training day.

The pre-read is designed to be easily studied, and attached to it are four appendices that will further broaden your knowledge and understanding. **It is essential that you read all of these ahead of your attendance.**



There will be an opportunity to discuss any aspect of this document on the morning of the training day.

2. Learning outcomes

Prior to attending the mentoring and coaching training day participants will:

- 1 Understand The Scout Association terms for mentoring and coaching and the difference between them.
- 2 State the three main models of mentoring and coaching used in The Scout Association.
- 3 State the roles that are eligible for initial mentoring and coaching support.
- 4 Have experienced completing a mentoring and coaching agreement.
- 5 Know the TSA mentoring and coaching approach.
- 6 Understand the GROW model.
- 7 Understand the local procedures for the appointment of a mentor or coach.
- 8 Understand the five sections of the Talent Management Model (TMM).
- 9 Have knowledge of their own learning style.
- 10 Have knowledge of their own Emotional Intelligence development needs.

3. Introduction

Mentoring and coaching have a long and established history in the commercial management world and more recently have moved into almost every aspect of learning and development.

Whilst the terms are instantly familiar to most people, what they mean precisely can vary quite significantly from one organisation to another.

Wikipedia defines the two terms as follows;

Mentoring is about a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger, but have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn. (15 July 2015)

Coaching is training or development in which a person supports a learner in achieving a specific personal or professional goal. Coaching differs from mentoring in focusing on specific tasks or objectives, as opposed to general goals or overall development. (15 July 2015)

It is anticipated that many people who are prepared to give up their time to be a mentor or coach with TSA will already have some knowledge and training from their wider work or learning life. That is both expected and welcomed and it is readily acknowledged that these skills are transferable into a voluntary organisation.

Equally, there will be people who are interested in these roles as a way of helping others but have not received any formal training to assist them to do so.

In both cases it is important to understand what the terms mentor and coach mean when referring to volunteers in TSA.

4. Understanding our terminology

TSA mentoring is primarily relationship orientated

The mentor will seek to provide an environment where the mentee can openly share issues that affect his or her Scouting and personal success.

Its focus goes beyond specific learning goals or competencies to include things such as scout/life balance, self-confidence, self-perception and unlocking potential.

The mentor should have the knowledge and understanding of the role or operating level that the mentee aspires to.

This is primarily a relationship development role which will normally include:

- 1 To agree 'How are we going to work together?' and producing clear learning outcomes and timescales for the period of mentoring.
- 2 To achieve a rapport with the mentee and understand their goals and aspirations within the context of the needs of TSA.
- 3 To support the development of relevant elements of the Personal Learning Plan (where appropriate in conjunction with the individual's training advisor).
- 4 To facilitate the ambition and empower achievement by the mentee.
- 5 To be able to pass on relevant contacts required by the mentee.
- 6 To regularly review goals and objectives against agreed milestones.

This is often a long standing relationship where mutual trust and respect builds up over time.

It is envisaged that a successful mentor/mentee relationship will last between one to two years but should be formally reviewed by both parties at regular intervals.

TSA coaching is primarily task orientated

The coach will seek to provide an environment where the coachee can openly share issues that restrict his or her Scouting and personal success.

The focus is on more specific areas that the coachee wants to develop, for example; leading volunteers more effectively; running large events; learning how to think strategically.

The coach would be capable of enabling the participant to develop these skills.

This is a task specific and time-bound role which will normally include:

- 1 To agree 'How are we going to work together?' and produce clear learning outcomes and timescales for the agreed task.
- 2 To support the development of relevant elements of the Personal Learning Plan (where appropriate in conjunction with the individual's training advisor).
- 3 To be able to pass on relevant contacts required by the coachee.
- 4 To regularly review goals and objectives against agreed milestones.

This is often a more short term arrangement built around a specific goal or goals agreed between the coach and coachee.

It must not be assumed that everyone has the appropriate skills to perform both of these roles. Whilst there will be many people that can be utilised in both roles, some will be far more effective as either a mentor or a coach.

5. Use of Mentor and Coach

Whilst it is clear that the roles of mentor and coach are different, there are many combinations on how they can be utilised effectively together to bring benefit to a volunteer.

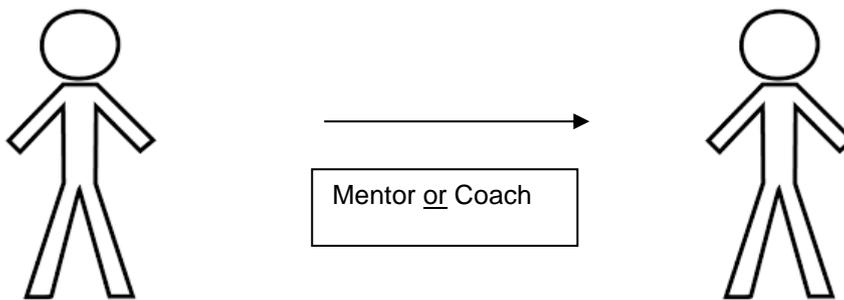
In all cases a detailed discussion will need to be held with the learner to ascertain what they require from the experience. This should ideally be with their own volunteer line manager so that the context of their development to Scouting can be established. (see section 10 – The local application of mentoring and coaching)

This conversation will then be repeated with the person taking on the role of mentor or coach and will be defined in 'How are we going to work together?' (see section 7)

Dependent on the needs of the learner, one of three main models can be applied.

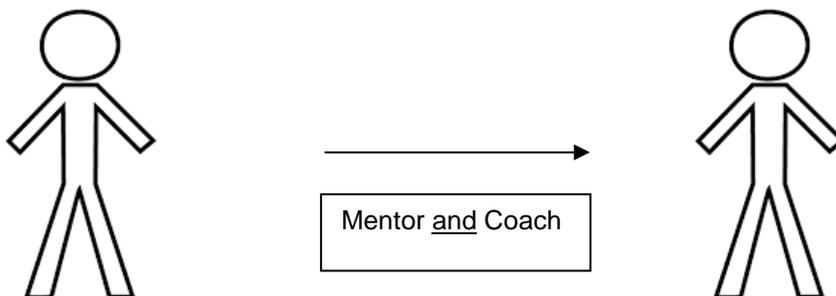
Single role

This where the individual is supported by either a mentor or a coach, depending on their development needs and aspirations. It is perfectly reasonable for an individual to have one or the other. There is absolutely no necessity to have both when it is not required.



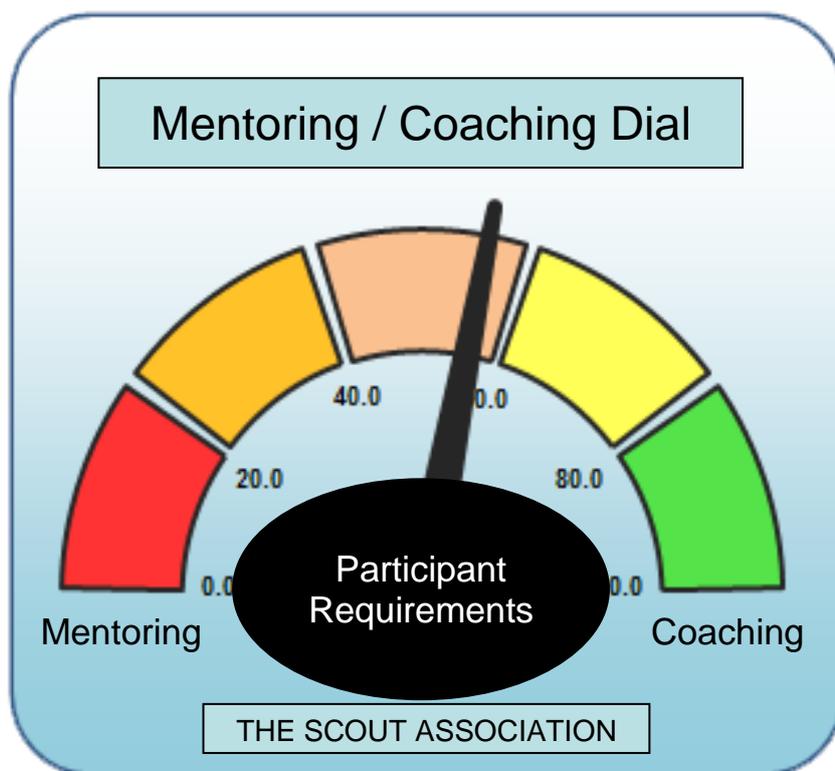
Combined role

This is where the individual, having identified their needs, requires a combination of mentoring and coaching and it is within the skill set of an individual to perform both roles. This will require an excellent understanding from both parties from the outset of the development and is clearly articulated in the Terms of Engagement.



Where an individual is performing both the roles of mentor and coach, it is likely that these will be utilised at different times depending on the circumstances.

Where the combined role is being undertaken, the mentor/coach will need to be watchful of the mentoring/coaching dial illustrated below. Whilst the approach will be similar (see section 8) the ultimate goal will be different as will the likely timescales involved. When performing both functions, it is wise for the combined role mentor and coach to know which function they are performing at different times.

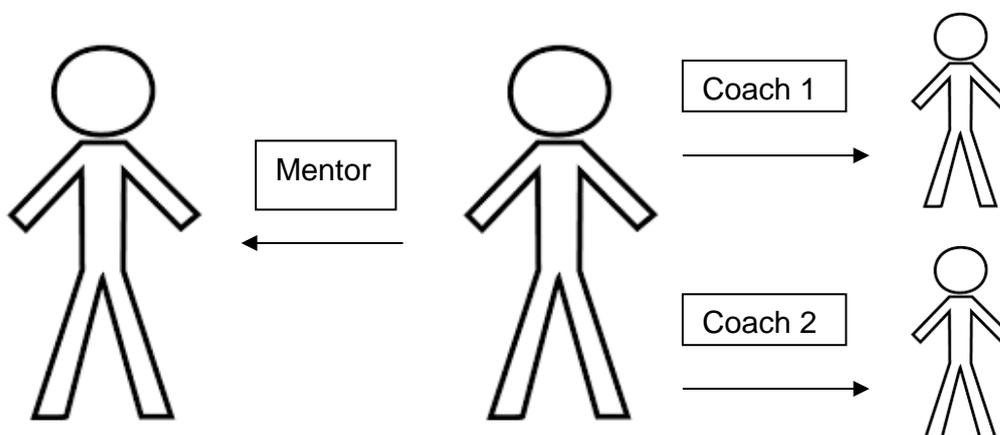


Multiple role

This is where the individual is given support from more than one person. This could be a combination of mentor and then separately a coach to develop a specific skill. Alternatively it could be a combination of two or more coaches.

Whilst the combination of two mentors may in very rare occasions be appropriate, it is not the TSA preferred model as it can lead to confusion of roles and outcomes.

In each case a separate mentoring and coaching agreement must be completed. Where appropriate these should be available to everyone involved with supporting the learner.



6. Who is mentoring and coaching for?

The primary reason that mentoring and coaching has been introduced into TSA is to assist in the development of adult volunteers.

TSA has adopted a Future Leaders Strategy that is primarily aimed at identifying and then developing future leaders of the Movement. The focus being on the roles of Group Scout Leader, District Commissioner, County Commissioner, Regional Commissioner and National Team. The Future Leaders Strategy therefore supports previously circulated information in relation to leadership and management.

This strategy also provides the genesis of TSA adopting a structured mentoring and coaching approach and the roll out of the training. All aspects of the Future Leaders Strategy are interlinked and the mentoring and coaching development has been progressed in order to:

- Provide structured support to adults (and some young people) across the breadth of TSA
- To provide a resource to support those adults on the Future Leaders Programme (FLP)
- To provide a resource to those adults engaged in the Action Focused Approach (AFA)

An integral part of the Future Leaders Strategy was the development of the TSA Talent Management Model. An understanding of this model is essential for those people involved in mentoring and coaching can be watched here: https://www.youtube.com/watch?v=J_s2UTyPZi8 Pay particular attention to the section on motivation as this will be discussed in more detail on the training day.

As indicated above, the primary purpose for the introduction of mentors and coaches is to assist in the development of adults (18 years onwards). However it also extends to those young people engaged in adult working environments such as Executive Committee members; working group members both local and national; and other roles where the development of the TSA 2018 Vision 'Shaped by Young People in Partnership with Adults' was being actively pursued. These young people are likely to be within the 16/17 year age range.

Specifically however, TSA mentoring and coaching is not intended to be generally incorporated within the Youth Programme of the Movement.

Whilst it is acknowledged that mentoring and coaching could be applied to all adult roles in support of the Talent Management Model, in the early stages of the introduction of mentoring and coaching the intended recipients of the service are:

- Adults in leadership and management roles who want to realise their full potential with additional tailored support.
- Young people in decision making roles (normally 16 years plus).

It is anticipated that those mentors and coaches aligned to work with young people and younger adults must have an empathy with that age range in addition to the required mentoring and coaching skills.

7. How are we going to work together?

Prior to commencing any relationship between a mentor/mentee or coach/coachee an agreement must be made between the people involved outlining how they are going to work together. This is not a bureaucratic exercise, it is a structured process that sets out what the relationship is about, how long it will last and what the intended outcomes will be. A well thought out agreement complies with national good practice in relation to mentoring and coaching and reduces the opportunity for problems later in the relationship. A specimen document, Appendix 1, is attached.

Introduction

This part of the document is a useful reminder of the values that underpin TSA and therefore is the bedrock of the mentoring and coaching relationship

The process

This section outlines the step-by-step process that the two parties to the 'How are we going to work together?' agreement need to complete in order to produce a finalised document.

The agreement

This part of the document sets out a number of questions that should be completed by both parties as a way of teasing out the issues and agreeing what is expected by each other.

This is self-explanatory, but two issues need a little more detail.

The first relates to the agreement on the bounds of confidentiality that will exist between the people involved.

Under normal circumstances other people should not be aware of the nature of the conversation that occurs in a mentoring or coaching situation as the ability to be genuinely open and honest lies at the heart of a good relationship. Confidentiality assists this process.

However, there has to be exceptions to this confidentiality and both parties must accept that where either party believes there is a risk to themselves or others, or if there has been a breach of organisational procedure then confidentiality will be broken. To provide additional clarity - any issue regarding safeguarding will always be outside of the confidentiality agreement.

The second area is the agreement on what the goal of the mentoring or coaching will be. Specifically this must be captured in one or more outcomes that must be SMART.

SMART is defined as:

- *Specific* – target a specific area for improvement.
- *Measurable* – quantify or at least suggest an indicator of progress.
- *Achievable* – what results can realistically be achieved, given available time and resources?
- *Relevant* – does the outcome address the issue under discussion?
- *Time-bound* – when will the outcome be achieved?

Creating **SMART** objectives can be challenging for both parties, but without the time spent in creating these outcomes, the time spent afterwards will be less focused and ultimately less valuable to the individual and TSA as a whole.



Identify a person you know who would be suitable for mentoring or coaching. This doesn't have to be a person in Scouting but it should be based on reality to get the most from this task.

Using the 'How are we going to work together?' agreement attached to this pre-read document, complete all the sections as if you were the mentor or coach and were having your first meeting with the mentee/coachee.

Pay particular attention to creating the correct learning outcomes and making sure they are **SMART**.

8. The TSA mentoring and coaching approach

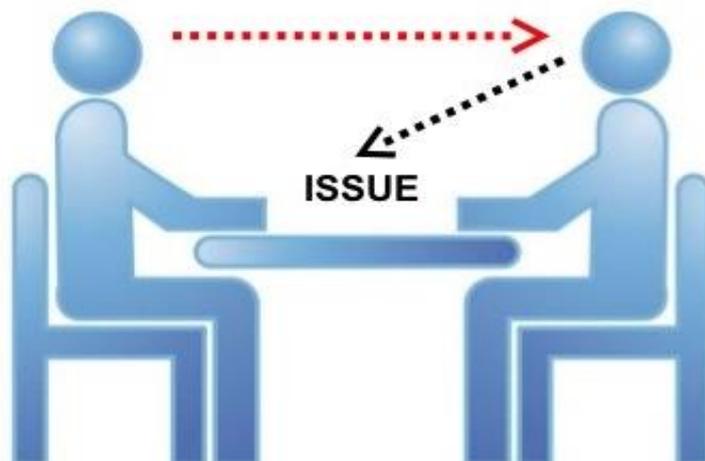
This section deals with the way that TSA mentoring and coaching is applied consistently across the UK. In order for this consistency to be achieved, a particular approach has been developed.

There are two distinct assertions that underpin the TSA mentoring and coaching approach:

- The answer to achieving results and overcoming issue lies within individuals.
- People unlock their potential through being empowered to make decisions.

David Rock, in developing 'Quiet Leadership' presents a powerful illustration (shown below) that gets to the heart of the TSA mentoring and coaching approach.

In this example the mentor/ coach is sitting on the left and the mentee/coachee on the right. The problem/issue/challenge is in the box on the table. The role of the mentor/coach it to empower the mentee/coachee to deal with the issue in the box. It is not the role of the mentor/coach to deal directly with the issue in the box themselves.



“Enabling others to have their own insights”

In order to facilitate this approach TSA have adopted the widely used GROW model. The GROW model is a deceptively simple yet powerful tool, used in a variety of settings around the world, to identify and make the most of potential through a series of conversations.

The GROW model is an acronym for Goals, Reality, Options / Obstacles, Way forward / Will.

G	Goals	The <i>goal</i> is the end point, where the person wants to be. The goal has to be defined in such a way that it is very clear when they have achieved it.
R	Reality	The current <i>reality</i> is where they are now. What are the issues, the challenges, how far are they away from their goal?
O	Obstacles	There will be <i>obstacles</i> stopping them getting from where they are now to where they want to go. If there were no obstacles they would already have reached their goal.
	Options	Once obstacles have been identified, they need to find ways of dealing with them if they are to make progress. These are the <i>options</i> .
W	Way Forward	The options then need to be converted into action steps which will take them to their goal. These are the <i>way forward</i> .
	Will	How likely is the person to do what they say they <i>will</i> ? How can the likelihood of this be increased

A good way of thinking about the GROW Model is to think about how you would plan a car journey.

First, you decide where you are going (the goal), and establish where you currently are (your current reality). You consider the potential problems – time available, weather, traffic volume (obstacles). Taking these into account you consider different routes and timings (options). In the final step, you agree your route, plug in the SatNav (way forward) and decide if you really are committed to making the journey (will).

The GROW model can be used to structure mentoring and coaching conversations. It is particularly useful when new to the role as it provides a framework within which to hold conversations that enable the mentor/coach to:

- That the time is being spent constructively on goals (short term or long term).
- That goals are explored.
- Self-awareness is raised.
- Solutions, actions and activities are agreed.
- There is a commitment to progress their development.

As with all models, when applied in practise you may find that each stage tends to merge. Take a moment to check, as you go along, that you have fully covered each stage.

Through each stage the mentor/coach is seeking to ask questions that balance the right level of support with the right level of challenge. This will be covered in more depth on the training day.

Finally, GROW can also be used as a problem solving model using the acronym to identify what you actually want to overcome and the process of achieving it.

9. Understanding ourselves and others

An essential element of being an effective mentor or coach is a good understanding of both yourself and the person you are working with.

Two aspects of this understanding will be developed on the training day.

The first relates to understanding learning styles and the second to Emotional Intelligence.

Learning styles

Learning styles refer to a range of competing theories that aim to account for differences in individuals' learning. These theories suggest that people can be classified according to their 'style' of learning. A common concept is that individuals differ in how they learn, and if you can identify this difference then you can also identify how people can best learn.

Some of us prefer to study in depth before we tackle a task; others prefer to 'get stuck into the job' and learn as we go along. Some of us are satisfied when the methods we use get the job done; others are more concerned with why a particular approach proved successful. Yet others spend time thinking through how the task could be tackled more effectively next time. Research by Peter Honey and Alan Mumford suggests that we might usefully consider four basic learning styles; Activist - Pragmatist - Theorist - Reflector.



In preparation for the training day, complete the learning styles questionnaire online and bring the completed document with you.

It is **important** you know on arrival at the training day, which is your most dominant learning style.

Emotional Intelligence (EI)

EI is defined as the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

While the qualities traditionally associated with leadership such as intelligence, toughness, determination and vision are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes:

Self-awareness

The ability to recognise what you are feeling, to understand your habitual emotional responses to events and to recognise how your emotions affect your behaviour and performance.

When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations.

Managing emotions

The ability to stay focused and think clearly even when experiencing powerful emotions.

Being able to manage your own emotional state is essential for taking responsibility for your actions, and can save you from hasty decisions that you later regret.

Motivating oneself

The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

Empathy

The ability to sense, understand and respond to what other people are feeling. Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others.

Social skill

The ability to manage, influence and inspire emotions in others.

Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

In practical terms, this means being aware that emotions can drive our behaviour and impact on people (positively and negatively), and learning how to manage those emotions, both our own and others, especially when we are under pressure.

Examples of high pressure situations that require us to manage our emotions skilfully include:

- giving and receiving feedback
- meeting tight deadlines
- dealing with challenging relationships
- not having enough resources
- dealing with change
- dealing with setbacks and failure



In preparation for the training day, complete the emotional intelligence questionnaire online and **bring the completed document with you.**

Spend some time on identifying the two actions that you can take to immediately strengthen your own emotional intelligence.

10. The local application of mentoring and coaching

In order to ensure a consistent approach across the UK, Adult Support recommends that the following approach is applied when introducing coaching and mentoring locally.

Adults involved as mentors and coaches must have some form of background and training in how to carry out the role. This can be from their work or other environment, or from attending a TSA training day.

Adults performing the role of mentor or coach are accredited by TSA after they have been validated. Validation should be completed by someone who is technically competent in the area under validation.

When validated, a record will be kept with the Adult Support Department at Gilwell Park which will allow for direct correspondence and support where required.

Mentors and coaches do not have to be members of the TSA to carry out this role, provided that the mentee/coachee is over 18 years of age and not considered a vulnerable adult.

Where mentors and coaches are not members of TSA they must not have access to young people who are members of The Scout Association.

Having a mentor or coach is an entirely voluntary choice on the part of the mentee/coachee.

Access to a mentor or coach is always via a relevant line manager who will then access the mentor or coach following a discussion with the individual concerned. Whilst it is acknowledged that an individual may be the first to initiate such a request, it has to be done with the cooperation of the line manager. This ensures a consistent approach in line with The Scout Association Talent Management Model.

A further reason why a line manager needs to be involved is that they can make a useful contribution as to what area of development might be beneficial for an individual. This could be taken into account when the potential Mentoring and Coaching agreement outcomes are discussed between the parties concerned. Whilst the manager may not dictate what these outcomes may be, the absence of any contribution reduces the opportunity for full development.

As mentoring and coaching becomes more widespread, it is advisable for a local area to nominate an individual with mentoring or coaching experience to be the local coordinator.

The role of local coordinator is not an appointment but rather a task that can be taken on by a competent individual, with knowledge of the TSA approach to mentoring and coaching. This is likely to be a member of the senior management team of the local area or at least someone closely associated with it.

The tasks associated with the local coordinator are:

- Promote mentoring and coaching in their local area.
- Retain a list of those involved in mentoring and coaching in their local area.
- Act as the first point of contact for those requesting support from mentoring and coaching and initially propose both mentors and coaches.
- Provide oversight of the approach locally and deal with any issues arising from it.
- Arrange occasional meetings with mentors and coaches in order to develop peer to peer cooperation and promote continuing development.
- Provide a single point of contact for liaison with the Adult Support Department at Gilwell Park.

Where a dispute arises between individuals involved in mentoring and coaching these should be dealt with in line with The Scout Association's established procedures for dealing with complaints (which includes disagreements and disputes).

12. Finally

As stated at the start of this pre-read there will be an opportunity for you to discuss and seek clarity on any aspect of this document on the morning of your training day. In addition, many of the subjects first mentioned here will be expanded upon during the day.

The primary purpose of this document has been to provide you with some **INFORMATION** ahead of your attendance on the training day. The day itself will supplement this, but will also assist you in developing **SKILLS** to perform the role of mentor or coach. This in turn will lead to the successful **APPLICATION** of the role.

Not only will you be able to start to apply TSA approach to mentoring and coaching, but in attending the training day you will help us put the 'final polish' on the training material that will be rolled out across the UK later this year.

This is an exciting time for TSA – we are delighted that you have chosen to be a part of this development.

Appendix 1

How are we going to work together?

Introduction

The Scout Association is a values-based Movement. The values that underpin all our work are Integrity, Respect, Care, Belief and Co-operation. The relationship between mentor/mentee and coach/coachee is based on these values.

This document provides a useful, values-based framework to develop an agreed, transparent and focused working relationship.

All parties covered by this agreement will work in the following way:

- We will act with integrity. We will be open and honest with each other and will be mindful of the potentially confidential/sensitive nature of some of our discussions.
- We have respect for each other; we will communicate effectively, be committed to dates and times set for meetings and conversations.
- We will support each other and will be mindful of our wellbeing. We will think about the impact of our plans on those around us, with whom we work and support.
- We will explore our attitudes and values and those of others. We will work in way that develops, and may challenge, our own attitudes and potentially those of others. We will always be mindful that other people's values, beliefs and attitudes may differ from our own.
- By co-operating and working positively with others we will make a positive difference to ourselves with others around us.

The process

- 1 Print two copies of this form.
- 2 Before your first meeting both the mentor/mentee or coach/coachee completes the form individually.
- 3 Meet and jointly review the forms and discuss each person's answers and reach a shared agreement.
- 4 Print a new copy of the form that reflects the shared agreement.
- 5 Both parties sign and date the form.
- 6 The mentee/coachee is responsible for keeping the form in their journal and reviewing/updating as required.
- 7 One month from your first meeting jointly review your agreement to answers. Give your mentoring relationship a check-up and agree to any needed changes.

The Agreement

What type of support does the mentee/coachee want from the mentor/coach?	
What expectations does the mentee/coachee have of the mentor/coach?	
What expectations does the mentor/coach have of the mentee/coachee?	
How often will you meet?	
When and where will you meet?	
Proposed duration of the meeting	
Who will be responsible for scheduling the meetings?	
What will be the ground rules for your discussions? Examples are confidentiality, openness, candour, truthfulness etc.	
If problems arise how will they be resolved?	
How will you know when the relationship has served its purpose and needs to be terminated?	
What are you trying to achieve? What is the end goal? Use SMART objectives - Specific / Measurable / Achievable / Relevant / Time-bound	
The initial meetings will focus on these topics:	1. 2. 3.
Are there any additional areas/issues which need to be discussed and agreed?	
Mentee / coachee Signature	
Date	
Mentor / coach Signature	
Date	
Date and location of the next meeting	

Glossary

Action Focussed Approach (AFA)

The identification of potential future leaders between the ages of 18 years and 25 years utilising a structured four stage approach. All regions/areas are currently running pilot events using this approach.

Coach

Coaching is training or development in which a person supports a learner in achieving a specific personal or professional goal. Coaching differs from mentoring in focusing on specific tasks or objectives, as opposed to general goals or overall development.

Coachee

The individual being coached.

Emotional Intelligence

Is the ability of individuals to recognise their own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour.

Future Leaders Programme (FLP)

A structured and fully funded programme designed to support individuals identified as having potential talent for senior roles in The Scout Association.

Future Leaders Strategy (FLS)

A Scout Association Strategy designed to support Vision 2018 through approaches and initiatives to provide a continual pool of well prepared and diverse adults ready to take on senior volunteer roles when vacancies arise.

GROW

The GROW model (or process) is a simple method for goal setting and problem solving.

Mentor

Mentoring is about a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger, but have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn.

Mentee

The individual being Mentored.

Personal Learning Plan (PLP)

This is key to an adult's progress through the Adult Training Scheme. The plan details which modules an adult needs to complete, whether they need to do any learning for these modules, and how they will validate them. The PLP is also where the detail of completion of a module is recorded.

SMART target	A target which is specific, measurable, achievable, relevant and time-bound.
Talent Management	A set of integrated organisational processes designed to attract, develop, motivate, and retain productive, engaged volunteers/employees.
Talent Management Model (TMM)	An explanation of The Scout Association's Approach to Talent Management.
TSA	Acronym for The Scout Association
Woodbadge	Is a term used to describe the Scout Association's Adult Training Scheme and the award given upon completion.